VIRGINIA INTERMONT COLLEGE
FOR YOUNG WOMEN

Bristol Virginia

1919-1920

Calendar

SESSION OF 1919-1920

1919

Fall Term opens Thursday, September 18, 10:30 a. m.
Fall Outing, October.
Thanksgiving, Thursday, November 27.
Adjourn for Holidays, December 19.

1920

School Exercises resume January 6, 8:30 a. m.
Spring Term opens January 22.
Washington Banquet, February 22.
Grand Concert, May 31, 8:30 p. m.
Baccalaureate Sermon, May 30, 11:00 a. m.
Art Exibit, May 31, 3:00 to 6:00 p. m.
Expression Evening, May, 29, 8:30 p. m.
Class Day, June 1, 11:00 a. m.
Alummæ Meeting, June 1, 3:00 p. m.
Commencement, June 1, 8:00 p. m.

VIRGINIA INTERMONT COLLEGE, MAIN BUILDING AND GROUNDS

ANNUAL OF THE

VIRGINIA INTERMONT COLLEGE

(CHARTERED AS VIRGINIA INSTITUTE)

A STANDARDIZED JUNIOR COLLEGE

For YOUNG WOMEN

1918-1919

WITH ANNOUNCEMENTS FOR 1919-1920

BRISTOL, VIRGINIA

Board of Trustees

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Jno. R. Dickey, Bristol, Va.

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S. C. Hodges, Bristol, Va.

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Term Expires Nov., 1919
D. D. Cole
Dr. J. A. Dickey
Rev. J. L. Rosser
Dr. A. L. Dykes
Lee F. Miller

Dr. J. F. Hicks
R. L. Cole
Jno. R. Dickey
J. T. Henderson
S. C. Hodges

Term Expires Nov., 1920
H. G. Bramm
M. L. Harrison
H. W. Powers
W. H. Rouse
Rev. J. B. Craft

EXECUTIVE COMMITTEE

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Dr. A. L. Dykes

AUDITING COMMITTEE
H. W. Powers
H. G. Bramm
S. C. Hodges

Advantages

1. First-class railroad, telephone, and telegraphic communication.
2. A very healthful and invigorating climate, the same general health conditions as those of Asheville, N. C.
3. Outdoor sports provided for and strongly encouraged.
4 Magnificent buildings and grounds.
5. Located in the suburbs of a thriving city of about 20,000 inhabitants.
6. A strong faculty of University and Conservatory specialists.
7. Wholesome discipline and thorough work.
8. Prices very REASONABLE for advantages given.
9. Buildings equipped with modern conveniences.
10. Chapel, class rooms, dining room, boarding apartments, parlors, offices, library, society halls, music rooms, art and expression studios, under same roof.
11. Conservatory of Music, with thirty new practice pianos, under Prof. S. T. Schroetter, graduate of the Stern Conservatory of Berlin, as director. Mr. Frederic Martin, of New York City, head of Voice Department.
12. A new and well equipped studio for the Art school.
13. Two prosperous literary societies with elegantly furnished halls.
14. Series of concerts and recitals by leading artists.
15. Promotion of health and character building given prominent place.
16. A new gymnasuim and swimming pool.
17. Parental care and home-like influences.

Our View of Education

The education that looks alone to intellectual development is incomplete and may prove hurtful. The highest type of womanhood can only be obtained by the symmetrical development of all the capabilities of both body and soul. The institution that would educate wisely and truly must give physical vigor and noble character as well as scholarship and intellectual power. The ideal woman is able to think, feel and do. Recognizing that woman, in the moulding of youth, is a stronger force than man, and that our civilization is largely shaped by her influence, prime emphasis is given to those divine precepts which make for righteous character. Give us intelligent and righteous women and we can have model homes; these form the only sure basis for prosperity in the institutions of church and state.

It is our aim to send from the halls of Virginia Intermont College strong and cultured Christian women—such women as have upon their characters the stamp of nobility. Such a work as this ought to fire the soul with sacred zeal and stimulate to noblest effort every teacher entrusted with the training of young women.

Faculty Committees, 1919-1920

Classification	Miss Woodbury, Miss Stoddard, Miss Pflug.
Lectures and Concerts	Mr. Schroetter, Mr. Martin, Miss Amis.
Athletics	Miss Nunnally, Miss Pflug, Miss Agerter.
Library	Miss Parr, Miss McCoy, Miss Egbert, Mrs. Noffsinger.
Student Publications	Miss Woodbury, Miss Kinnear, Miss Edye.
Social	Mrs. Murrell, Miss Sanders, Miss Stoddard, Miss Agerter.
Y. W. C. A. Advisory	Miss McCoy, Mrs. Murrell, Miss Parr, Miss Nunnally.
Student Gov't Advisory	Mrs. Murrell, Miss Egbert, Miss Nunnally.

Faculty

H. G. NOFFSINGER, A. M.

President

MRS. DORA HALL MURRELL, A. B.

Lady Principal

THERESA SANDERS, A. B.

Secretary

M. EMMA WOODBURY, PH. B., A. M., DEAN

Graduate Louisville Normal School; the University of Chicago, Ph. B. 1907, ibid. A. M., 1912; ibid. graduate work, summer 1913. Teacher in Baylor College, Texas, 1911-13. Teacher of English Virginia Intermont College, 1913-16. Graduate work University of Chicago, 1916-18.

English

MARGUERITE PFLUG, PH. B., A. M.

Institut Lendi Lugano, Switzerland; Montclair Normal School, N. J.; Ph. B. and A. M. of John B. Stetson University, DeLand, Fla. Special work in Columbia University

French

H. G. NOFFSINGER, A. M.

A. B. Richmond College, 1898. A. M. ibid. 1899. Teacher in Windsor Academy, 1899-1904. Principal of Franklin Academy, 1904-'07. President Southside Institute, 1907-1912. Vice-President V. I. C., 1912-'14. President V. I. C., 1914-

Philosophy and Education

EMMA STODDARD, A. M.

A. B. and A. M. Virginia Intermont College. Special study in Mathematics in University of Virginia six summers.

Mathematics

LILY G. EGBERT, A. B.

A. B. Randolph-Macon Woman's College. Graduate student at University of Chicago, and Cornell University. Teacher of Science in Oxford College, N. C., and in Central College for Women, Lexington, Mo.

Science

ETHEL J. McCOY, B. L.

B. L. Syracuse University. Teacher in Southland Seminary. Director of Camp Junaluska, N. C.

History and English

DOROTHY T. KINNEAR, A. B.

A. B. Ohio Wesleyan University. Graduate work in Columbia University and in University of Chicago. Four years' teaching experience.

Latin

CLARITA A. EDYE

Educated in Spain, Mexico, Cuba and in Texas. Taught in MacDonell Institute, Durango, Mexico; in Texas Presbyterian College, and in Stuart Hall, Staunton, Va.

Spanish

MRS. DORA HALL MURRELL, A. B.

History and English

THERESA SANDERS, A. B.

A. B. Greenville Woman's College, and teacher in same.

Business Course

School of Music

S. T. SCHROETTER, M. A.

Pupil of Herr Conrad Ansorge and Prof. Earnest Jedliczka, Berlin; Graduate Stern Conservatory of Berlin; Concert Pianist.

Director of Music; Piano and Pipe Organ

FREDERIC MARTIN, Basso

Pupil of Mons. Delle Sedie and Gironde, Paris, France; Madame Etta Edwards and Wm. L. Whitney, Boston, Mass. One of America's leading Concert and Oratorio Bassos. Appearances with the most prominent Choral and Musical Societies, and Symphony Orchestras, and one of New York's most successful vocal teachers. Fourteen years soloist Fifth Ave. Presbyterian Church, New York City.

Vocal Instruction, Repertoire, and Choir Directing

MRS. FREDERIC MARTIN, Soprano

Pupil of Mon. Delle Sedie, Paris, France; Mr. Max Heinrich and Madame Etta Edwards, Boston, Mass.; graduate Normal Music Course, Brown University, Providence, R. I.

Vocal Instruction

ELIZABETH LOUISE AMIS

First Honor Graduate under C. F. W. Eisenberg, Mary Baldwin Seminary. Post-graduate work with S. T. Schroetter, Intermont College. Summer work with Ernest Hutcheson, Chautauqua, N. Y. One year's work with Franklin Cannon, New York. One year's work at the New York School of Music and Arts as a pupil of Arthur Friedheim. Fouth year as teacher in Intermont College.

Piano and Theory

CLARA DYSON PASHLEY

Private work under Mme. Jandiere, Providence, R. I.; under Harold Morris, New York City, two years. Vocal Work under Frederic Martin, three years. Accompanying work in New York City. Graduate of Intermont Conservatory under Professor Schroetter.

Piano

Violin and Stringed Instruments

MABEL MORRIS SCHROETTER, Contralto

Vocal graduate of Virginia Intermont College, under J. Lamont Galbraith; studied with Mrs. Fred Bacon, Contralto, Los Angeles; Clementi Bologna, Basso, New York City; Mrs. Frederic Martin, Soprano; Mr. Frederic Martin, Basso, New York City.

Vocal Instruction

Art, Expression and Domestic Science

RHODA L. NUNNALLY, A. B.

Graduate of School of Expression, Boston. Teacher's Diploma. Special Course in Organic Gymnastics, Swedish System, Boston. Course in Physical Training, University of Vermont. A number of years successful experience teaching Expression and Physical Training in Southern Colleges. First assistant to Dr. S. S. Curry, Pres. Boston School of Expression, in the Summer School of New York University.

Expression and Physical Culture

SUSIE M. PARR

Corcoran School of Art, Washington, D. C. Cooper Institute of Art, New York City; Academy of Fine Arts, Philadelphia; Art League of New York, Osgood Art School, New York; Darby School of Painting. Ten years successful experience as teacher in Roanoke College, Virginia; Cottey College, Missouri, and in College of Fine Arts, Texas.

Art

ELIZABETH B. AGERTER

Wilson College and Worcester University; Graduate Thomas Normal Training School.

Domestic Science and Domestic Art

MRS. ESTHER L. WELLS

Matron and Nurse

J. A. DICKEY, M. D., AND A. J. EDWARDS, M. D.

College Physicians

Register of Students

Seniors

STUDENT	PARENT OR GUARDIAN	STATE
Angle, Esther	B. W. Angle	Virginia
Appling, Irene	George, Appling	Oklahoma
Bachman Elizabeth	Dr. J. S. Bachman	Tennessee
Baxter, Eleanor	E. J. Baxter	Tennessee
Bonham, Curtis	L. A. Bonham	Virginia
Cary, Myrtle	W. H. Cary	Mississippi
Chandler, Alice	J. W. Chandler	North Carolina
Coney, Thelma	O. E. Coney	Mississippi
Crenshaw, Jamie	J. C. Crenshaw	Virginia
Dent, Blanche	R. K. Dent	Mississippi
Evans, Honlu	Dr. C. S. Evans	South Carolina
Eure, Oretha	T. H. Eure	Virginia
Flippo, Martha	J. P. Flippo	Virginia
Greer, Flora	C. S. Greer	Virginia
Herrin, Elizabeth	Mrs. Idia Herrin	Virginia
Hesse, Frances	M. L. Vincent	Mexico
Hester, Charlene	C. W. Hester	Virginia
Hobbs, Virgie	J. W. Hobbs	Virginia
Kilgore, Elizabeth	C. T. Kilgore	Virginia
Langston, Kathryn Lee	J. M. Langston	Oklahoma
Littreal, Pauline	W. I. Littreal	Virginia
Mays, Mary	W. E. Mays	Virginia
McChesney, Pearl	J. D. McChesney	Virginia
McKinney, Grace	E. T. McKinney	Tennessee
Phillips, Willie	Dr. W. M. Phillips	Virginia
Pond, Eleanor	John W. Pond	Virginia
Riser, Agnes	I. T. Riser	Mississippi
Rogers, Ruth	Mrs. Lula P. Rogers	Tennessee
Seal, Louise	C. C. Seal	Virginia
Seward, Charlotte	Dr. W. W. Seward	Virginia
Sisk, Hester	N. B. Sisk	Virginia
Statler, Catherine	Mrs. C. Statler	Kansas

STUDENT	PARENT OR GUARDIAN	STATE
Virgin, Mary	Dr. H. W. Virgin	Virginia
Wassom, Ruby	B. I. Wassom	Tennessee
Welder, Catharine	S. E. Flexer	Pennsylvania
Wolfe, Hazel	W. M. Wolfe	Virginia

Juniors

STUDENT	PARENT OR GUARDIAN	STATE
Bass, Christine	J. W. Bass	Mississippi
Beale, Estelle	W. M. Beale	Virginia
Black, Mary Neal	W. M. Black	Tennessee
Blasingame, Virginia	J. C. Blasingame	Virginia
Blount, Reba	J. P. Blount	Virginia
Booher, Thelma	Mrs. W. R. Booher	Virginia
Brown, Lucy	C. M. Brown	Virginia
Brown, Lela	S. C. Brown	Tennessee
Buchanan, Martha	Geo. P. Buchanan	Virginia
Butler, Cora Lou	Mrs. Carrie J. Butler	Mississippi
Calhoun, Estes	H. T. Calhoun	Mississippi
Davis, Maggie	Rev. E. C. Davis	Virginia
Delk, Martha	Geo. W. Delk	Virginia
Douglas, Clara	Mrs. D. O. Foley	Kentucky
Ewing, Mary	R. E. Ewing	Tennessee
Francis, Virginia	H. N. Francis	Virginia
Frist, Helen	Mrs. J. C. Frist	Mississippi
Gallaher, Eva	Mrs. Elizabeth Gallaher	Tennessee
Gray, Evelyn	W. A. Gray	Minnesota
Graves, Esther	Dr. F. Graves	Tennessee
Gunning, Natilene	S. B. Gunning	Tennessee
Hailey, Helen	W. E. Hailey	Virginia
Henderson, Alice	W. F. Henderson	Virginia
Howard, Erline	J. E. Montroy	Mississippi
Huff, Pearl	A. D. Huff	Tennessee
James, Lottie	W. H. James	Virginia
Love, Evelyn	N. C. Love	Tennessee
Mason, Helen	Bernard Mason	Virginia
McElrath, Maude	H. M. McElrath	Virginia
McDowell, Inez	Lem McDowell	Tennessee
Mofield, Bess	A. J. Mofield	Tennessee
Murray, Nellie	R. E. Murray	Virginia

STUDENT	PARENT OR GUARDIAN	STATE
Nicholas, Hope	Mrs. J. T. Nicholas	Virginia
Park, Helen	LeRoy Park	Tennessee
Pattison, Josie	Mrs. Norfleet Hawkins	Mississippi
Perry, Louise	J. B. Berry	Mississippi
Pettus, Dorothy	W. H. Pettus	Virginia
Sale, Annie	S. O. Sale	Virginia
Schoolfield, Roberta	Mrs. R. B. Schoolfield	Tennessee
Sebrell, Frances	B. W. Sebrell	Virginia
Shank, Beulah	R. M. Shank	Tennessee
Shankel, Pearl	F. P. Shankel	Tennessee
Shipman, Louise	Mrs. T. J. Shipman	Mississippi
Smith, Madeline	Lee J. Smith	Virginia
Story, Louise	W. J. Story	Virginia
Terrell, Elise	Dr. S. D. Terrell	Tennessee
Thompson, Mary	M. L. Thompson	Tennessee
Thomas, Edith	F. S. Thomas	Tennessee
Tindell, Pauline	Rev. S. W. Tindell	Tennessee
Virgin, Isabel	Dr. H. W. Virgin	Virginia
Weeks, Frances	Dr. J. D. Weeks	Mississippi
Wolfe, Gladys	E. A. Wolfe	Virginia

Advanced Specials

(Special Students who are high school graduates)

STUDENT	PARENT OR GUARDIAN	STATE
Anderson, Evie	Mrs. J. B. Anderson	Tennessee
Baker, Eunice	Parley Baker	Virginia
Brewer, Catherine	J. K. Brewer	Tennessee
Bruner, Emma	A. Bruner	Virginia
Cofer, Segar	John I. Cofer	Virginia
Cross, Pearl	H. H. Cross	Tennessee
Daniel, C. P.	Self	Virginia
Daugherty, Matilda	W. A. Dougherty	Virginia
Denny, Grace L.	Self	Tennessee
Dunagan, Mary	Mrs. T. A. Dunagan	Kentucky
Dunn, M. A.	Self	Virginia

STUDENT	PARENT OR GUARDIAN	STATE
Erwin, Sallie	J. W. Erwin	Virginia
Fickle, Eleanor	Mrs. W. J. Fickle	Virginia
Goodpasture, Hazel	Frank Goodpasture	Virginia
Greaves, Sara	Dr. E. D. Greaves	Mississippi
Hackleman, Jean	Mrs. Zona J. Hackleman	Indiana
Hester, Nell	Mrs. Fred Webb	North Carolina
Hickman, Florence	Ellis Hickman	Mississippi
Hopkins, Gladys	J. L. Hopkins	Virginia
James, Margaret	E. L. James	Virginia
Jones, Edna	J. W. Jones	Tennessee
Kelly, Edith	J. L. Kelly	Virginia
Kivette, Charlotte	J. P. Kivette	Tennessee
Lessley, Hazel	Mrs. J. J. Lessley	Tennessee
Mason, Elizabeth	J. T. Mason	Virginia
McChesney, Inez	J. D. McChesney	Virginia
McGill, Katherine	J. L. McGill	Tennessee
McKee, Margaret	Self	Virginia
Moore, Kathleen	T. D. Moore	Virginia
Miller, Carrie	M. R. Miller	Virginia
Millard, Charles	Self	Virginia
Minyard, Lura	T. D. Minyard	Mississippi
Myers, Ethel	Self	Virginia
Neal, Mazie	B. C. Neal	Mississippi
Newberry, Nellie White	Mrs. W. W. Newberry	Tennessee
Officer, Gertrude	W. R. Officer	Tennessee
Officer, Ruth	W. R. Officer	Tennessee
Parrish, Sara	R. C. Parrish	Tennessee
Pennington, Mrs. R. L.	R. L. Pennington	Virginia
Phipps, Ruth	W. J. Phipps	Virginia
Powers, Margaret	H. W. Powers	Tennessee
Runge, Mattie	H. L. Runge	Louisiana
Russell, Doris	L. M. Russell	North Carolina
Seneker, Eleanor	Mrs. David Seneker	Tennessee
Smith, Minnie	Mrs. H. J. Crenshaw	Virginia
Taylor, Theresa	J. L. Taylor	North Carolina
Terry, Casey	E. M. Terry	Arkansas

STUDENT	PARENT OR GUARDIAN	STATE
Vaughan, Beryl	Mrs. C. Vaughan	Virginia
Virgin, Ruth	Dr. H. W. Virgin	Virginia
Waddell, Malissa	Dr. B. C. Waddell	North Carolina
Wagner, Edith	R. F. Wagner	Virginia
Watson, Rebecca	Mrs. J. H. Watson	Virginia
Wiley, Elizabeth	Dr. George E. Wiley	Virginia
Williams, Margaret	Self	Virginia

Special and Unclassified Students

STUDENT	PARENT OR GUARDIAN	STATE
Baker, Mary Sue	Parley Baker	Virginia
Bachman, Emily	Mrs. W. R. Thomas	Tennessee
Barham, Clara	J. L. Barham	Virginia
Baxter, Willie	Mrs. W. W. Baxter	Tennessee
Blevins, Blanche	R. H. Blevins	District of Columbia
Bramm, Louise	H. G. Bramm	Tennessee
Breitinger, Beryl	J. L. Breitinger	New Jersey
Burdette, Dorothy	P. M. Burdette	Georgia
Cawood, Nola	S. M. Cawood	Kentucky
Cawood, Mary	George Cawood	Kentucky
Christian, Evelyn	S. N. Christian	Tennessee
Collier, Valeria	Mrs. J. G. Collier	Mississippi
Cooper, Edna	C. H. Cooper	Virginia
Cornelison, Helen	R. L. Cornelison	Virginia
Cowan, Evelyn	Dr. C. M. Cowan	Tennessee
Cox, Clyde	L. F. Cox	Virginia
Craft, Rachel	Rev. J. B. Craft	Virginia
Dean, Wawice	L. G. Dean	Mississippi
Dearing, Lois	F. M. Dearing	Tennessee
DeHart, Florine	J. T. DeHart	Virginia
Dykes, Emily	Dr. A. L. Dykes	Tennessee
Farley, Myrtle	L. B. Farley	West Virginia
Forbes, Adelaide	Mrs. Ethel P. Forbes	New Jersey
Gaines, Margaret	Mrs. Geo. Ganes	Virginia
Galliher, Eva	N. C. Galliher	Virginia
Gales, Mildred	W. W. Gales	Tennessee
Gerard, Louella	Mrs. G. C. Kane	New York
Gibbs, Annie May	C. A. Gibbs	Virginia
Goodman, Frances	J. W. Goodman	Oklahoma
Gutman, Alberta	J. Gutman	Tennessee

STUDENT	PARENT OR GUARDIAN	STATE
HARMON, EMILY	W. W. Harmon	Tennessee
HODGE, EUNICE	G. W. Hodge	North Carolina
HOLLOWAY, CHRISTINE	E. H. Holloway	Mississippi
HUFF, KATHLEEN	F. A. Huff	Virginia
HUTCHINSON, ALINE	Mrs. J. R. Hutchinson	Virginia
KELLY, LILLIAN	B. F. Kelly	Kentucky
KING, MARGARET	H. P. King	Virginia
LEE, CARRIE BELL	Mrs. J. O. Lee	Mississippi
LYLE, VELMA	J. B. Lyle	Arkansas
MALONE, CECIL	J. E. Malone	Virginia
MALONE, CARL	J. E. Malone	Virginia
METCALFE, MARTHA	Clive Metcalfe	Mississippi
MCGHEE, GRACE	J. T. Mixon	Mississippi
MINNICK, DORLUSCA	W. J. Minnick	Tennessee
MIXON, ANNA MAE	J. T. Mixon	Mississippi
NIPPER, CAMILLE	Mrs. Carrie Nipper	Mississippi
NOFFSINGER, MARGARET	H. G. Noffsinger	Virginia
PUCKETT, MATTIE	J. T. Puckett	Virginia
PURVINE, ONIETA	H. C. Purvine	Tennessee
RAY, CHRISTINE	W. B. Ray	Tennessee
ROSE, NELLIE MAY	T. H. Rose	Tennessee
ROUSE, WILMA	W. H. Rouse	Virginia
SIPE, IRENE	J. H. Sipe	Virginia
SLAUGHTER, EILEEN	J. A. Slaughter	Virginia
SPARROW, JEANETTE	E. F. Sparrow	Oklahoma
SPRINKLE, BLANCH	E. T. Sprinkle	Virginia
STEED, RUTH	W. L. Steed	Tennessee
STONE, RUTH	C. D. Stone	Virginia
THOMAS, LOU	Rev. J. B. Thomas	Tennessee
THOMAS, VIVIAN	Rev. J. B. Thomas	Tennessee
WATSON, MILDRED	J. S. Watson	Mississippi

Sophomores

STUDENT	PARENT OR GUARDIAN	STATE
Bell, Elizabeth	W. J. Bell	Virginia
Betts, Myrtle	Mrs. J. W. Betts	Virginia
Carbajal, Palmira	O. G. Carbajal	Cuba
Fletcher, Lucile	H. H. Fletcher	Virginia
Forrest, Elsie	J. B. Forrest	Tennessee
Gibbons, Ida	C. A. Gibbons	Virginia
Holt, Violette	T. H. Holt	West Virginia
Jared, Flossie	J. H. Jared	Tennessee
McGee, Clarice	J. H. McGee	Mississippi
Noffsinger, Mary W.	W. G. Noffsinger	Virginia
Price, Lorraine	J. W. Hamilton	Tennessee
Price, Mary Frances	J. W. Hamilton	Tennessee
Puckett, Pearl	T. J. Puckett	Virginia
Ramsey, Madeline	Dr. E. B. Ramsey	Virginia
Shankle, Gertrude	F. P. Shankel	Tennessee
Smith, Aileen	Mrs. J. W. Smith	Mississippi
Stedman, Annie	M. V. Stedman	Virginia
Stedman, Ada	M. V. Stedman	Virginia
Thompson, Grace	M. L. Thompson	Tennessee
Wassom, Mona	B. I. Wassom	Tennessee
Willis, Marguerite	E. F. Willis	Virginia

Freshmen

STUDENT	PARENT OR GUARDIAN	STATE
Gibbs, Charlotte	C. L. Gibbs	Virginia
Hanley, Lucile	D. E. Hanley	Tennessee
Harmon, Frieda	W. W. Harmon	Tennessee
Mears, Eugenia	Mrs. M. M. Mears	Tennessee

STUDENT	PARENT OR GUARDIAN	STATE
Owens, Aleen	Dr. C. A. Owens	North Carolina
Puckett, Nettie	J. T. Puckett	Virginia
Privett, Mary	L. Privett	Virginia
Reynolds, Josephine	G. B. Reynolds	Kentucky
Terrill, Virginia	Dr. S. D. Terrell	Tennessee
Wynne, Eunice	J. T. Gillette	Virginia

Preparatory

STUDENT	PARENT OR GUARDIAN	STATE
Bennett, Mae Afton	W. H. Bennett	Virginia
Brown, Violet	F. D. Brown	Virginia
Cheung, Kwan Fong	Dr. R. E. Chambers	China
Davis, Alice	Rev. E. C. Davis	Virginia
Hooker, Elsie	R. L. Hooker	Virginia
Jellicorse, Esther	R. Jellicorse	Tennessee
Leung, Yiu Fong	Dr. R. E. Chambers	China
Middleton, Alice	C. C. Middleton	Virginia
Stephenson, Martha	Mrs. Percy Bradshaw	Virginia
Vaden, Virginia	B. H. Vaden	Tennessee
Varnado, Golda	Mrs. Maude Varnado	Mississippi
Willson, Lois	W. S. Willson	Tennessee

Summary

College Students	88
Advanced Specials	54
High School Students	43
Special and Unclassified	61
Total	246

Virginia Intermont College

Historical Sketch

THIS institution was organized for regular work in the summer of 1884, and was opened for the reception of pupils on the 17th of September of the same year. The first term the school had thirteen boarders and three teachers. Rev. J. R. Harrison, D. D., its founder, did heroic work and built more wisely than he knew. The property is held in trust by a Board of Trustees appointed by the Baptist General Association of Virginia.

Until June, 1893, it was located at Glade Spring, Washington County, Virginia.

The rapid growth of the institution, consequent upon its extended course of study and thorough work, attracted attention from a wide section of country. Indeed, the school became so popular and so strong was the demand for increased facilities that the enlightened and public spirited citizens of Bristol, in 1891, took prompt and effective steps to have the school removed to this city. By unprecedented liberality and sacrifice on the part of its citizens, the new building was completed and ready for the opening of the fall session in 1893.

Buildings and Grounds

The main building is beyond question one of the most handsome and complete for the education of young women anywhere in the South. Its dimensions are, through the main building, 60x253 feet, with a wing on each end 40x80 feet, one of which is used as a dining room, with a seating capacity of three hundred. In the other wing, on the first floor, is the chapel, with a seating capacity of about six hundred. This hall has recently been furnished with elegant opera chairs. A generous friend north made this improvement possible. The second floor contains the new and elegant art studio with four apartments. The front, or "Administration" building, is 50 x 50 feet, and contains offices, parlors, guest chambers and apartments for teachers. The music building is constructed apart from the other buildings with only hall connections and contains thirty-two rooms. The entire structure contains one hundred and sixty-five rooms. The building is covered with slate, heated throughout with steam, and lighted with electricity. Bath rooms, with hot and cold water, are provided on every floor. New shower baths have recently been constructed on every floor. Quite a number of the rooms have stationary basins with running water, both hot and cold. All the windows with western exposure have been made double glass with a cushion of air between the two panes, thereby affording protection against the wind.

Location

The building is located on the crest of a beautiful hill in the center of a ten-acre campus containing a magnificent grove of native oaks. The location affords a fine view of the thriving city of Bristol. Beyond the city nestling in the valley, the Alleghany mountain range extends in full view for about one hundred miles. The whole scene is one of surpassing grandeur and beauty and inspired the late Hon. J. L. M. Curry, LL. D., while standing on this spot looking out upon the natural scenery with its ever varying shades and lines, to say: "There is not another sight so beautiful in the two States of Virginia and Tennessee."

Bristol, on the border line of Virginia and Tennessee, is an ideal location for a school. It is a prosperous city of some twenty thousand inhabitants and is fast becoming a popular summer resort and a great educational center. In addition to the Virginia Intermont College, Sullins College for young women and King College for young men are located here. The city has also very fine public schools. As a result a literary atmosphere pervades the community.

Bristol is a most important railway center, being the terminus of four lines. The Norfolk and Western Railway extends for fifteen hundred and fifty-six miles over the States of Virginia, West Virginia, Ohio, Maryland, and North Carolina. The Virginia and Southwestern, running west, via Big Stone Gap, connects with the Louisville and Nashville system for all points through Kentucky. The Southern runs through Tennessee, Georgia, Alabama, Mississippi, South Carolina, North Carolina, and connects with trains for all points south and west.

More than twenty daily passenger trains afford ready access; telegraph and two telephone systems afford the means of easy communication. The new passenger depot is one of the most elegant and comfortable in all the South.

The city has large and prosperous manufacturing enterprises, good retail and wholesale stores, magnificent government buildings, attractive city halls, and well kept hotels. The new Y. M. C. A. building and Virginia City Hall are ornaments to the city. The thrift and push of the city must impart a spirit of activity to both the faculty and students.

The College is in the suburbs of Bristol, three-quarters of a mile from State street. The city has more than thirty miles of granolithic sidewalks, and is perhaps as fortunate in this respect as any other city in either Virginia or Tennessee.

There is ample protection from fire; four stairways lead from the upper to the lower floors; the main building has full length porches on every story; there are three iron fire escapes on the outside of the buildings; there are five or six fire extinguishers on every floor, and eight hundred feet of fire hose, and a splendid city fire department. A watchman is on duty throughout the night.

Government

In this country of democratic institutions it is an important part of education that young people learn the art of self-government. Confidence will be reposed in students as one of the chief educative agencies of the institution. Rules are few in number comprising only those that are considered necessary to the comfort and success of the students, and appeal will be made to their sense of propriety and right. The dignity of Christian womanhood is a better incentive than the threat of disgracing penalties.

The Student Government Association has general oversight of the order and deportment of the students. This Association has its own rules of government, adopted by the students and approved by the faculty. It is a modified form of Student Government, properly safeguarded by faculty supervision and co-operation. This system tends to promote honor, self-restraint, consideration for the majority and the spirit of co-operation. All students are members of this Association.

Virginia Intermont College has been quite fortunate in the character of the women it has sent out. They have given tone to the institution and are a constant witness to the high grade of culture it imparts.

During its entire history, the admirable deportment of its young women—both in public and private—has often been the subject of favorable comment. The high sense of honor that has prevailed among them and their delicate appreciation of the proprieties of life have won the respect and admiration of those with whom they have been associated.

Gymnasium and Swimming Pool

A new gymnasium has recently been constructed. It is ample in size for a basket ball court and for all forms of gymnastic drills.

The pool is of standard size, 20x50 feet; it is lined with white tile trimmed in green, has a broad tiled walk way on all four sides and is provided with an observation balcony for spectators. The pool occupies a brick building built for this exclusive use, has connected with it shower baths, and a modern filtering and sterilizing plant, thus assuring safety in its use at all times. It also has its own heating system and the water is kept at a uniform temperature the session throughout. The bottom of the pool is spoon-shaped, and the depth of the water is from 2½ to 7½ feet. It has been pronounced one of the most complete and beautiful pools to be found anywhere.

Health

The College is 1,900 feet above sea-level and the climate is noted for its healthfulness. It is located in the belt of climate identical with that which has made Asheville, N. C. so justly celebrated. Young women from malarial sections come to this healthful climate among the mountains and go away at the end of the year renewed and strengthened in body as well as in mind. Some have come in delicate health and have left at commencement robust and vigorous, having gained from ten to twenty-five pounds in weight. Some remarkable cases of this kind can be cited. Ninety per cent. of the girls gain in weight and vigor.

The most careful attention is given to those that may at any time be sick. The services of a capable and experienced nurse have been secured for next year. The health of the girls is constantly guarded with the utmost care. When unable to go to meals or attend their classes, girls will be taken to the infirmary, where they will be in charge of the College Nurse. *Parents may rest assured that they will be promptly informed in every case of serious illness.*

Table

The management is determined that boarders shall be furnished wholesome and nutritious food, well prepared and served. In the interest of health and good work, all eating between meals, except of fruits, is discouraged.

Out-Door Exercise

Systematic out-door exercise is required of all pupils in suitable weather. The magnificent grove of native oaks on the campus is provided with seats, croquet and basket ball grounds and tennis courts; it is a most delightful place for sports and is very popular with the girls. Under proper supervision the students enjoy short rambles and pleasant walks.

Climatic Conditions

Considered the year round, this country perhaps does not afford more favorable climatic conditions anywhere within its bounds. The winters are in the main mild and inviting, while the summers are delightful. The figures on Bristol's temperature, submitted by the Agricultural Deparment of the National Government, afford a refreshing insight to the climatic conditions here. These figures we quote in comparison with those for Asheville, North Carolina, since the latter city is advertised as a health resort because of its climate.

AVERAGE MONTHLY AND ANNUAL TEMPERATURE AND RAINFALL

	Jan.	Feb.	June	July	Aug.	Sept.	Nov.	Dec.	An'l	Inches Annual Rainfall
Bristol:	33.9	32.9	71.3	74.3	72.6	67.1	45.2	35.6	54.3	41.83
Asheville:	38.3	39.1	69.5	72.5	70.6	63.9	42.6	38.4	54.4	43.45

Furniture and Equipment

The rooms are all high-pitched, airy and light. The chambers throughout the building have each two large windows hung on cords and weights. All have been newly papered and are unusually attractive. See book of views for pictures of students' rooms.

The bed rooms are furnished with druggets and rugs, complete sets of furniture, rocking chairs, and such other articles as are necessary to make a cozy and comfortable room. Most of the rooms are arranged for two pupils each.

Articles to Be Brought from Home

Each girl is expected to furnish one pair of sheets, one pair of pillow cases (size 20x32 inches), one pair of blankets, one comfort, one counterpane, towels, napkins, toilet articles, two laundry bags, one for her room and the other to send to the laundry. These articles should be plainly marked.

Religious Privileges

Intermont College, in its atmosphere and teaching, is distinctively and positively Christian. While it imposes no test upon its students, its purpose is to develop in those coming under its instruction an intelligent faith and to throw around them those wholesome spiritual influences which make for the development of consecrated womanhood.

Devotional exercises are conducted in the chapel each morning. These exercises consist of gospel hymns, reading of the Scriptures, both by members of the faculty and the students, voluntary quotations of Scripture verses, brief comments on select passages, and prayer. Each girl is expected to have a copy of the Bible. Boarding pupils are required to attend every morning and day pupils only on Friday. This is considered the most valuable half-hour of the entire day and all the teachers attend.

A Bible school is conducted each Sunday in the chapel by the President or some member of the faculty and all boarding pupils are expected to attend. In the city are Baptist, Presbyterian, Methodist, Episcopal, Christian and Lutheran churches. Pupils will attend Sunday morning those churches the parents or guardians may designate. Worship will be conducted in the College on Sunday evenings. This may consist of the Bible school, missionary discussions, sermons, religious addresses, Bible study or sacred concerts.

The members of the faculty are selected with a view both to their scholarship and Christian character. It is the decided policy to make the Christian tone of the College one of its chief attractions.

The College has a Young Women's Christian Association which is a strong factor in leading young women to enter the Christian life and in the development of Christian character. Many of the girls can make very intelligent talks before the student body on any ordinary religious topic assigned them.

Effort is made to arouse a strong missionary sentiment among the girls by a study of mission fields and special missionary meetings. This year three interesting Mission Study classes have been conducted, and they were attended by most of the girls.

No attempt whatever to influence pupils in their denominational preferences will be exercised or tolerated.

After holding a meeting in the school, Dr. W. W. Hamilton of Lynchburg, Virginia, wrote in the "Religious Herald:" "The spiritual atmosphere at Virginia Intermont College is just what a Christian parent so much desires, and it is no wonder that this school is growing so in favor and in patronage."

Dr. George W. McDaniel, pastor of the First Baptist Church of Richmond, held a meeting in the school in April. Recently he wrote in the "Religious Herald," "Every girl in the boarding department is now a professing Christian. The influence for good in a Junior College like Virginia Intermont College is incalculable. The atmosphere is permeated with the Christian spirit."

Sessions and Vacations

Parents are urgently requested to have their daughters present at the opening of the session and *not allow them to extend the Christmas vacation beyond the prescribed limit.* Those students who do not comply with the latter request will be subjected to proper penalties. It is hoped that they will not be withdrawn at any other time for visits of a week or more at home. Absence during the session invariably results in discouragement and loss of interest to the pupil and has a demoralizing effect on the classes of which she is a member. At no time during the year will such absence result in more serious embarrassment to pupils and teachers than during the first month. It is then that the classes are formed, and the basis laid, by careful preliminary work, for a pleasant and successful prosecution of the studies selected. Sustained interest and satisfactory progress may be expected only of those who remain steadily at their posts throughout the school year. Students are expected to remain until final adjournment both at Christmas and commencement, *and parents are urgently requested not to give their daughters permission to withdraw.*

Literary Societies

The Harrisonian and Eoline Literary Societies are most valuable adjuncts to the school. Weekly meetings are held, the exercises consisting of music, recitations, essays, and discussions of literary topics.

Both societies have commodious, beautifully furnished halls, appropriated to their exclusive use. Attractive improvements are made to these halls from time to time. Each owns its own piano and has a library of well-chosen books.

Recognizing the exceptional value of the culture these societies afford, the faculty encourages them in every legitimate way.

Reports

A report, containing a statement of deportment and proficiency in studies, is sent by the Secretary, at the close of each quarter, to parents or guardians. This report should be carefully examined, and made the basis of commendation or admonition by parents and guardians.

Honor Roll

Students who make throughout the session a grade of A on at least three full time studies and do not fall below B on any and receive the highest grade on deportment are placed on the Honor Roll.

Outings

Recognizing that an occasional day of recreation and pleasure adds vigor to both body and mind, the College provides excursions to places of interest in this section. This is a school exercise and all teachers and students are expected to avail themselves of the recreation afforded by these outings. During the past year two pleasant trips were made to Holston Valley, a delightful resort about ten miles from Bristol on the Holston River. The school sometimes visits the "Natural Tunnel," forty miles from Bristol on the V. & S. W. Railroad, one of the greatest wonders of the world.

Attractions

Lectures, recitals, and concerts of a high grade are a valuable educational agency. Besides those offered by the city, the Y. M. C. A., and other local schools, the College provides some choice attractions under its own auspices. At least three of these shall be given by artists from the outside under the auspices of the Expression, Voice, and Piano departments; one shall be a strong lecture, and the other two may be given by the school. These attractions are cheaper and more beneficial than the regular class work and are therefore made a school requirement. Season tickets for the above attractions will be sold to the general public for three dollars. No extra charge is made to the boarding students for this splendid course of entertainments.

Lectures and Recitals

Under the auspices of the Intermont-Sullins Lyceum a strong course of lectures and recitals is provided every session. Lecturers of national fame and artists of distinction are brought to the college every year. Recently the faculty and students of Intermont have heard the following noted musicians, readers and lecturers: Edward Strong, Tenor, New York; Frederic Martin, Basso, New York; Mlle. Jomelli, Soprano, New York; Florence Hinkle, Soprano, New York; Florence Mulford, Metropolitan Opera, New York; Edward Baxter Perry, Pianist, Boston; Harold Henry, Pianist, Chicago; Allen Spencer, Pianist, Chicago; Harold Randolph, Pianist, Baltimore; Gouimar Novaes, Brazilian Pianist; Ossic Gabrilowitsch, Russian Pianist; Gottfried Galston, Pianist, Munich, Germany; John Powell, Pianist, New York; Evan Williams, Tenor, New York; Maude Powell, Violinist, New York; Tollefsen Trio, New York; Ernest Hitchinson, Pianist, New York; Julia Rive-King, Pianist, Chicago; Prof. Clark, Reader, University of Chicago; Leland Powers, Reader, Boston; Adrien Newens, Lecturer; Judge Alden, Lecturer; Booth Lowry, Lecturer; Henry W. Southwick, Reader; Mabel Garrison, Metropolitan Opera, New York; Alfred Calzin, Pianist, Chicago; McCall Lanham, Baritone, Chicago, Pittsburgh Orchestra; Oscar Seagle, Baritone, New York; Ben Greet Players; Mlle. Marguerite Clement, Lecturer, Paris, France; Lambert Murphy, New York.

Frequently during the session music and expression recitals are given by members of the faculty and by the seniors in these departments. These recitals are of a high order and cultivate in the student an appreciation of the best in music and literature. Occasional studio recitals are given by the less advanced pupils.

Dress

Every boarding student, except seniors, is requested to have a plain dark blue coat suit, well tailored and a small or medium-sized black hat, of good material, and neatly trimmed. This suit and hat must be used for street, church and on all public occasions.

At receptions the dress should be simple, inasmuch as elaborate and costly evening dresses for school girls are not in good taste.

The dresses to be worn during Commencement must be entirely white.

While simplicity and neatness will be encouraged, the students will be allowed to dress as they please for every-day wear.

The uniform for gymnastic work consists of a blouse, full bloomers and tennis shoes. Students may purchase these at home or after reaching Bristol.

Scholarships

Recognizing that there are some worthy girls who desire to attend Virginia Intermont College, and yet have not the means to pay all the expenses, the trustees have decided to offer ten scholarships for the ensuing year. These are worth fifty dollars each and apply on tuition for the year in the Academic course. The beneficiaries of these scholarships will be selected on two grounds: First, *high grade* work as a student; second, real need of help. They will be awarded only on application. In some cases half a scholarship may be given, thereby affording help to two students from one scholarship.

Daily Schedule

Rising Bell, 6:45 a. m.
Breakfast at 7:30
Recitations from 8:30 to 10:30; 11:00 to 1:00.
Chapel, 10:30 to 11:00.
Luncheon from 1 to 1:30.
Recitations from 1:45 to 3:45.
Dinner at 6:00.
Study period from 7:00 to 9:30.
Retiring Bell at 10:00.
Lights out and house quiet at 10:00.

General Regulations

Students on rising are expected to put their rooms in order for the inspection of Lady Principal. Scrupulous attention to neatness in person and surroundings will be expected at all times.

In recreation hours the largest freedom consistent with lady-like deportment will be encouraged, but loud talking, loud calling, screaming, or other boisterous conduct in the building or elsewhere can not be tolerated.

The students are required to spend an hour on Monday in arranging their rooms, repairing clothing, etc.

Visitors will not be received during school and study hours except in cases of special urgency or for reasons approved by the Lady Principal. Visitors will be received in parlors and not in private rooms.

Members of the Junior and Senior Classes are granted some special social privileges.

Mail, packages, telegrams, and boxes to and from the College will pass through the hands of the Lady Principal, and telephone messages must be received by her. Suspicious letters will not be opened but may be forwarded to parents for inspection.

Students will be allowed to visit in the vicinity, at places designated by their parents, only at *rare intervals,* and *will not be allowed to spend the night out of the College,* except in cases of near kindred.

All damage to furniture or building will be repaired at the expense of pupils causing such damage. Each occupant of a room will be held responsible for the care and preservation of the same. The incidental fee of two dollars is to pay the expense of heating and keeping in order the chapel, class and practice rooms, library, etc., and not for damage to furniture.

Students remaining at the College during the holidays are subject to the direction of a wise teacher.

Any physical ailment should be reported to the nurse.

Studies once taken can not be discontinued, except by express permission of the teacher in charge, approved by the Dean. This permission is rarely given except on consideration of health.

All accounts of pupils must be paid or satisfactorily arranged before scholastic honors will be conferred.

The College provides 40 watt bulbs; if teachers or students use larger lights an additional charge of one dollar per month will be made. Students who have permission to remain up for study later than ten, will be expected to pay for the lights.

Young ladies or teachers wishing to invite friends to visit them must confer with the Lady Principal in advance and they will be entertained, when practicable, at $1.00 per day except during Commencement, when the charge will be $1.50 per day. Young ladies visiting in the school, if not thoughtful, will interfere with the study of their friends and tend to demoralize the school. Such visitors are expected to be under the direction of the Lady Principal.

The crowded condition of the school usually makes it inconvenient to have protracted visits.

Students will not be permitted to use chafing dishes or electric irons in their rooms. A candy kitchen fitted with gas and running water is provided for the girls.

The young women will be carefully graded on keeping their rooms. This grading will be done by the Lady Principal. The rooms will be subject to inspection from 8:30 a. m. to 10:00 p. m. A committee of the trustees will visit the rooms at least once during the year.

Students are not expected to visit each other's rooms during study hours, except by permission.

Each student is expected to be provided with umbrella, overshoes, rain coat, knife, fork, spoon, and hot-water bag for use in her room.

Parents are requested to have their daughters take a physical examination before coming to Intermont and to have them bring certificates to this effect from their physicians. This certificate is to be presented to the Physical Director on entrance.

It is suggested that those students who need dental work or other special treatment have this attended to as far as practicable, during the vacation. Such treatment interferes with study and complicates discipline.

Students will not be allowed to purchase anything in town on credit.

Students will not be allowed to borrow money or jewelry or wear the clothing of others.

Students will not be allowed to spend Christmas holidays out in town.

Students returning to school after any holiday or absence must notify President or Lady Principal of the time of arrival and they will be met and brought directly to the College. They will not be permitted to stay out in town.

Remarks to Parents

Please have your daughter ready to enter on the opening day of the term.

It is vital that hearty co-operation be given in the administration of wholesome discipline.

All requests for leave of absence, or special permissions, must be sent to President or Lady Principal. Parents can not give permissions that conflict with regulations of the school.

It should be borne in mind that study is the chief business of girls at school and parents will act wisely if they will leave to the absolute discretion of faculty all matters pertaining to privileges desired by their daughters.

Experience teaches that it is very unwise for parents to send their daughters boxes of cakes, pickles, meats, etc., as irregular and intemperate eating disqualifies for study and is detrimental to health.

Students are not expected to receive visits or attentions from young gentlemen except in rare instances and at receptions under the supervision of the faculty. Should parents desire such visits to be made, they are requested to write directly to Lady Principal.

If any student should make complaint to her parents, we earnestly request that it be reported to us immediately. We desire to correct any real mistake or neglect.

In the interest of economy and good health, it is suggested that parents restrict the spending money of their daughters to a reasonable and definite allowance.

In cases where parents or guardians desire their daughters or wards to correspond with friends outside of the family, names of such correspondents should be furnished directly to the Lady Principal. Excessive correspondence is discouraged.

Parents are requested to have all the sewing necessary for their daughters done at home, as it is impracticable to have much work of this kind done in the College.

If parents desire their daughters to visit in Bristol after school adjourns, indicate this fact to the President or Lady Principal. Without such permission, girls will be expected to leave the day after commencement. When students remain in Bristol, the College is in no way responsible for them.

Commencement week will be made educational and full of interest. Parents are requested to have their daughters remain until the close.

Every room was taken last summer before the opening. Early registration is urged.

Day Students

Day students will sit in library or study hall when not in recitation.

They may go home when class work is finished.

They may use the students' parlor as a sitting room during noon recess.

They must not visit boarding pupils in dormitory rooms.

They must not carry messages between boarding pupils and people in town, except by permission of the Lady Principal.

They are expected to be prompt at all their duties and to submit an excuse from parents when necessarily detained from any duty.

They are required to furnish the Lady Principal a full schedule of their daily work.

A study hall is fitted up for the special accommodation of day pupils. A monitor may be provided for this room that pupils may study without interruption. Thoughtful provision is made for all the wants of day pupils. The school seeks to give them as far as practicable the same advantages as the boarding students.

Library and Reading-Room

The College has a good working Library to which valuable additions are made each year. The Reading-Room is well supplied with dailies, weeklies, both secular and religious, and a choice selection of monthly magazines.

The Junior College

The Junior College movement is a new one in the South. It fills a real place in our educational field and, therefore, has come to stay. The Junior College is an institution that offers two years of college work over four years of high school work.

Most parents want their daughters to take Music, Art, Expression or Domestic Science in addition to some real college work after they finish the high school. In the Junior College, the girl can take her two years' college course in three or four years and can at the same time carry a course in one of the fine arts and receive both diplomas at once.

Standardization is the slogan of modern education. We have standard four-year colleges (only six or seven for women in the South) and now we have the Junior College. Honesty demands that every school shall advertise itself in the class to which it rightfully belongs.

Virginia Intermont College is one of the leading schools in the new Junior College movement. It stands for honesty of standards. It claims to do four years of high school work and two years of college work and its claim is recognized.

The relation of this school to the State Board of Education of Virginia is here set forth. After a thorough examination of the school by the State Board the Superintendent of Instruction wrote, June, 1912, as follows:

> The Board authorizes me to notify you that Virginia Intermont College is placed in Class 3, which embraces the institutions between colleges and a junior college. This will entitle your A. B. and B. S. graduates to a certificate for five years and renewable for a similar period. The Board was much impressed both with the written reports that you sent in and also the oral report of our representative, as to the good work you are doing.

The following preamble and resolution set forth clearly the relation between Virginia Intermont College and Westhampton College, which is the co-ordinate college with Richmond College, recognized by the Southern Association as standard.

RICHMOND COLLEGE
F. W. BOATWRIGHT, President

RICHMOND, VA., April 29, 1915.

PRESIDENT H. G. NOFFSINGER,
Virginia Intermont College,
Bristol, Va.-Tenn.

My Dear President Noffsinger:

At a meeting of the faculty of Westhampton College, held April 28th, the following preamble and resolution were adopted:

"WHEREAS, the State Board of Education of Virginia officially recognizes the Virginia Intermont College as a Junior College, and

"WHEREAS, it appears from a report made November, 1914, to the Southern Association of Colleges and Secondary Schools that the Virginia Intermont College has a larger number of standard college graduates on its faculty than any other Virginia Junior College for Women, and

"WHEREAS, the Southern Association of Colleges has decided to recognize the work of high grade Junior Colleges, and

"WHEREAS, the Virginia Intermont College is a member of the league of schools formed by the Baptist Education Commission of Virginia, therefore be it

"RESOLVED, that Westhampton College accept for admission in September, 1915, such full graduates of the Virginia Intermont College as the faculty of that institution may commend for advanced standing, and, provided these students, as many as three in number, do thoroughly good work for one year in the courses assigned by the faculty of Westhampton College, then Westhampton College will give them unconditioned credit for the Junior year, and will also thereafter accept for entrance without condition full graduates of the Virginia Intermont College who are commended by the faculty of that institution for admission to this advanced standing in Westhampton College. It is to be understood, however, that Westhampton College reserves the right, upon one year of notice, to withdraw the privilege thus granted. In view of the fact that Westhampton College prescribes a large part of the work of the Sophomore and Freshman years, the college claims the right to make such adjustment for 1915-'16 and 1916-'17, in arrangement of courses of advanced students coming from Virginia Intermont College as may be necessary, and it is expected that Virginia Intermont College will as speedily as practicable so arrange its courses that such readjustment may not be needful, and it is understood that after 1916-'17 no such readjustment will be considered.

With cordial regards, I am,

"Yours sincerely,

"F. W. BOATWRIGHT, President."

(These terms have been fully met. Six of the graduates of Virginia Intermont College have entered the Junior year in Westhampton, and three have already graduated, finishing the course there in two years.)

Thus it is shown that our graduates may enter Westhampton College in the Junior year. They also enter the Junior year in other standard colleges.

Intermont College is also ranked as a Junior College by the Virginia Association of Colleges and by the Virginia Association of Colleges and Schools for Girls.

The completion of any of our courses not only gives a liberal education, but enables an ambitious young woman to continue her work in the highest standard colleges and universities without any loss of time. Our work is accepted at face value anywhere.

In another part of this catalogue will be found the literary requirements of those who graduate in Music, Expression, Art, Domestic Science or Business Course.

Classification

Those desiring to enter should write to the President of the College for a blank form to be filled out by the principal or head teacher of the school last attended. This will admit the student to the proper classes without entrance examinations. The right is reserved to change the classification soon after entrance if it is found to be too high or too low. Certificate from four-year high schools admit to the Junior class without examination.

Reservation of Rooms

Ten dollars should accompany each application for a room. Only in this way will a place in one of the rooms be assured. The fee is applied as a credit on the student's school account. In case of illness or other unavoidable circumstance preventing the student's attendance, the fee will be returned if notice is given before September first.

Requirements for Admission to the College

Unconditioned Juniors

Courses 1, 2 and 3

(See page 41)

For admission to the Junior Class, the first year of college work, without condition, fifteen (15) units are required, as follows:

Group 1

Prescribed units, 11½.

English	4 units
Mathematics	2½ units
Latin	3 units
History	2 units

Group 2

Elective units, 3½.
Three and a half units must be offered from the following:

Latin	1 unit
History	1 unit
French	2 units
German	2 units
Spanish	1 unit
Physics, with Laboratory work	1 unit
Chemistry, with Laboratory work	1 unit
Biology, with Laboratory work	1 unit
Botany	½ unit
Physiology	½ unit
Physical Geography	½ unit
Civics	½ unit

Conditioned Juniors

Courses 1, 2 and 3

(See page 41)

Those who cannot offer fifteen units required for unconditioned Juniors may be admitted as conditioned Juniors if they can present twelve (12) units; nine and one half (9½) of which are prescribed as follows:

English	3 units
Mathematics	2½ units
Latin	2 units
History	2 units

Elective units, 2½, from Group II.

Students entering with conditions must remove such conditions in two years.

Unconditioned Juniors

Course 4

(See page 42)

Prescribed units, 10½.

English	4 units
Mathematics	2½ units
Latin	1 unit
History	3 units

Elective units, 4½, from Group II.

Conditioned Juniors

Course 4

(See page 42)

12 UNITS REQUIRED

Prescribed units, 8½.

English	3 units
Mathematics	2½ units
Latin	1 unit
History	2 units

Elective units, 3½, from Group II.

Students may make any or all these requirements in our Preparatory Department which corresponds to a four year High School course.

Boarding students in the special departments, Music, Art, Expression, Domestic Science, or the Busines Course must take one or more studies in the regular course.

Only fifteen units will be granted for high school work. A student may receive advanced standing, only by passing an examination in the subject or subjects she may offer for college credit.

Specifications of Requirements for Entrance Upon the College Work

1. ENGLISH—Four units.

The English requirements may be divided as follows:

a. English Grammar and Grammatical Analysis. One unit.

b. Composition and Rhetoric with special emphasis upon punctuation, sentence structure and paragraphing. One unit.

c. Careful reading and study of selections from Englsh Literature. One unit.

d. The history of English and American Literature. One unit.

Texts

A. Reading.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

With a view to a great freedom of choice, the books provided for reading are arranged in the following groups, from which at least ten selections are to be made—two from each group:

Group I (two to be selected). The Old Testament, comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther; Homer's Odyssey, with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII; Homer's Iliad, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI; Vergil's Aeneid. The Odyssey, Iliad and Aeneid should be read in English translations of recognized literary excellence.

(For any selections from this group a selection from any other group may be substituted.)

Group II (two to be selected). Shakespeare's Merchant of Venice, Midsummer Night's Dream, As You Like It, Twelfth Knight, Henry V, Julius Cæsar.

Group III (two to be selected)˙ Defoe's Robinson Crusoe, Part I; Goldsmith's Vicar of Wakefield; Scott's Ivanhoe or Quentin Durward; Hawthorne's House of the Seven Gables; Dicken's David Copperfield or Tale of Two Cities; Thackeray's Henry Esmond; Mrs. Gaskell's Cranford; George Eliot's Silas Marner; Stevenson's Treasure Island.

Group IV (two to be selected). Bunyan's Pilgrim's Progress, Part I; the Sir Roger de Coverley Papers in the Spectator; Franklin's Autobiography (condensed); Irving's Sketch Book; Macauley's Essay on Lord Clive and Essay on Warren Hastings; Thackeray's English Humorists; Selections from Lincoln, including at least the two Inaugurals and Lincoln's Speeches in Independence Hall and at Gettysburg, Last Public Address, Letter to Horace Greely, along with a brief memoir or estimate; Parkman's Oregon Trail; Thoreau's Walden or Huxley's Autobiography, and Selections from Lay Sermons, including the addresses on Improving Natural Knowledge, A Liberal Education and A Piece of Chalk; Stevenson's Inland Voyage and Travels With a Donkey.

Group V (two to be selected). Palgrave's Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper and Burns; Gray's Elegy in a Country Churchyard; Goldsmith's Deserted Village; Coleridge's Ancient Mariner; Lowell's Vision of Sir Launfal; Scott's Lady of the Lake; Byron's Childe Harold, Canto IV, and the Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Book IV, with especial attention to Wordsworth, Keats and Shelley; Poe's Raven; Longfellow's Courtship of Miles Standish and Whittier's Snow Bound; Macaulay's Lays of Ancient Rome and Arnold's Sohrab and Rustum; Tennyson's Gareth and Lynette, Lancelot and Elaine and the Passing of Arthur; Browning's Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess and Up at a Villa—Down in the City.

B. STUDY.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I (Dramatic Poetry). Shakespeare, Julius Cæsar, Macbeth, Hamlet.

Group II (Epic and Lyric Poetry). Milton, L'Allegro, Il Penseroso and either Comus or Lycidas; Tennyson, The Coming of Arthur, The Holy Grail and the Passing of Arthur; The selections from Wordsworth, Keats, and Shelley in Book IV of Palgrave's Golden Treasury (First Series).

Group III (Oratory). Burke, Speech on Conciliation with America; Macaulay's Two Speeches on Copyright and Lincoln's Speech at Cooper Union; Washington's Farewell Address and Webster's First Bunker Hill Oration.

Group IV (Essays). Carlyle, Essay on Burns, with a selection from Burn's Poems; Macaulay, Life of Johnson; Emerson, Essay.

2. **Mathematics**—The first two and one-half (2½) of the following units are required, the others optional:

(a) Algebra to Quadratics, one unit.
(b) Plane Geometry, one unit.
(c) Advanced Algebra through progressions, one-half unit.
(d) Solid Geometry, one-half unit.
(e) Trigonometry, one-half unit.

3. **History**—Two units required; the others optional:

(a) Ancient History, one unit.
(b) Mediaeval and Modern History, one unit.
(c) English History, one unit.
(d) American History, one unit.

4. **Latin**—Three units required:

(a) Grammar and Composition, one unit.
(b) Cæsar, four books, one unit.
(c) Cicero, six orations, one unit.
(d) Vergil's Aeneid, six books, or the equivalent of Ovid or of Vergil and Ovid, one unit.

6. **Modern Languages**—Two units in one language required:

(a) French—
    Elementary, one unit.
    Advanced, one unit.
(b) German—
    Elementary, one unit.
    Advanced, one unit.
(c) Spanish—
    Elementary, one unit.
    Advanced, one unit.

7. **Science**—One unit required.

(a) Physics, one unit.
(b) Chemistry, one unit.
(c) Biology, one unit.
(d) Botany, one-half unit.
(e) Physiology, one-half unit.
(f) Physical Geography, one-half unit.

In Physics, Chemistry and in Biology the students' laboratory note books must be presented.

In subjects which imply laboratory work, such as Physics, Biology and Chemistry, two hours of laboratory work are estimated as the equivalent of one hour of recitation. The candidate's laboratory note-book must be submitted for inspection.

In making up the points required for graduation no credits can be counted that have already been granted among the requirements for admission fulfilled by the candidate.

Typical Courses Leading to Graduation with the Title of Associate in Arts

COURSE I	COURSE II	COURSE III
JR. PREPARATORY Mathematics I. English I. History I. Latin I.	JR. PREPARATORY Mathematics I. English I. Science I. History I.	JR. PREPARATORY Mathematics I. English I. Science I. History I.
SR. PREPARATORY Mathematics II. History II. English II. Latin II. Science I. or II.	SR. PREPARATORY Mathematics II. English II. History II. Science II. Latin I.	SR. PREPARATORY Mathematics II. English II. History II. Latin I.
FRESHMAN Mathematics III. English III. Latin III. French I or Spanish I.	FRESHMAN Mathematics III. English III. Latin II. French I or Spanish I.	FRESHMAN Mathematics III. English III. Latin II. French I or Spanish I.
SOPHOMORE Mathematics IV. English IV Latin IV. French or Spanish.	SOPHOMORE Mathematics IV. English IV. Latin III. French or Spanish.	SOPHOMORE Mathematics IV English IV. Latin III. French or Spanish.
JUNIOR Mathematics V. English V. Latin V. French or Spanish Chemistry. or Biology.	JUNIOR Mathematics V. English V. Latin IV. French or Spanish Chemistry or Biology.	JUNIOR Mathematics V. History IV. Latin IV. Chemistry or Biology. English V.
SENIOR English VI. Latin VI. Philosophy. History IV. Elect one.	SENIOR Mathematics VI English VI. History IV. Philosophy. French or Spanish.	SENIOR History V. English VI. French or Spanish. Philosophy. Elect one.

The completion of any of the courses outlined above will admit the student without examination to the Junior year in a standard four-year college or university.

COURSE IV

JR. PREPARATORY Mathematics I. English I. Science I. History I.	**SOPHOMORE** Mathematics IV. English IV. History III. French or Spanish.
SR. PREPARATORY Mathematics II. English II. History II. Latin I.	**JUNIOR** Mathematics V English V. Chemistry or Biology. 2 of 3 { History IV. French. Spanish.
FRESHMAN English III. Mathematics III. 2 of 4 { Latin. Science. French. Spanish.	**SENIOR** English VI. History V. Philosophy. Electives 2.

Course I. emphasizes Latin.
Course II. emphasizes Mathematics.
Course III. emphasizes History.
Course IV. emphasizes Modern Language and History.

The English, Science and Philosophy requirements are the same in all four courses.

Requirements for Graduation

The candidate for graduation must make fifteen units(15) and thirty (30) hours. Each class counts three hours unless otherwise stated. Fifteen hours per week are regarded as a standard amount of work. The thirty hours required are distributed as follows:

Mathematics V	3 hours
English V and VI	6 hours
History IV and V	3 hours
Science	3 hours
Modern Language	3 hours
Philosophy	3 hours

The remaining nine hours may be chosen from any subjects taught in the college, the election depending on course of study to be followed.

The minimum amount of foreign languages in both high school and college in any course is the equivalent of four years work.

Schedule of Classes

	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:30-9:30	Hist., III. Fr., IV Math., V. (Sec. 2) Sc., I.	Hist., III Fr., IV. Math., III. Sc., III. (Lab.)	Hist., V. Math., V. Lat., IV. Sc., I.	Hist., III. Fr., IV. Hist., I. Math., III. Sc., IV. (Lab.)	Hist., IV. Fr., I. [H.S.] Sc., II.
9:30-10:30	Eng., III. Fr., I. Span., I. Math., IV. Lat., I. Philosophy	Hist.,IV. (Sec. 2) Lat., II. Math., IV. Sc., III. (Lab.)	Eng., III. Fr., I. Span., I. Philosophy	Hist., IV. (Sec. 2) Lat., II. Math., IV. Sc., IV. (Lab.)	Eng., III. Fr., I. Span., I. Philosophy Hist., II.
10:30 11:00	Chapel	Chapel	Chapel	Chapel	Chapel
11-12	Eng., VI. Lat., IV. Math., I. Sc., II.	Fr., II. (H. S.) Eng.,V. Span., I. (Sec. 2) Mat., VI. Lat., VI.	Fr., II. (H. S.) Eng., II. Eng., V. Math., I.	Eng., II. Lat., VI. Eng., V. Math., VI.	Eng., V. Fr., II. (H.S.) Hist., V. Lat., VI. Math., VI. Math., I.
12-1	Fr., III. Eng., II. Span., II. Lat., V.	Fr., I. (H.S.) Hist., V. Span., II. Lat., I. Math., V.	Fr., III. Math., V. (Sec. 2) Span., I. (Sec. 2)	Fr., I. (H.S.) Math., V. (Sec. II.) Span., II. Lat., I.	Lat., IV. Math., V. Hist., IV. (Sec. 2)
1—1:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:45 2:45	Hist., II. Fr., II. Eng., IV. Math., III. Sc., III.	Eng., VI. Lat., V. Eng., I. Hist., IV. Sc., II. (Lab.)	Eng., IV. Fr., II. Hist., II. Eng., I.	Eng., VI. Lat., V. Hist., IV. Sc., I. (Lab.)	Eng., IV. Fr., II. Eng., I. Lat., II. Sc., III.
2:45-3:45	Fr., I. (Sec. 2) Math., II. Lat., III. Hist., I. Sc., IV.	Fr., I. (Sec. 2) Hist., I. Sc., II. (Lab.)	Lat., III. Math., II. Sc., IV.	Fr., I. (Sec. 2) Sc., I. (Lab.)	Fr., III. Span., I. (Sec. 2) Math., II. Lat., III.

Courses of Study

English

MISS WOODBURY

College Preparatory

ENGLISH I. Grammar, Composition and Reading. Practical exercises are given for the purpose of securing results in composition. Themes are written as required, and especial attention is given to correcting errors in grammar, spelling, punctuation and capitalization.

Text: Brooks, English Composition—Book One.

Class Reading: Scott, Ivanhoe; Browning, Pied Piper; Irving, Sketch Book; Shakespeare, Merchant of Venice; Lowell, Vision of Sir Launfal; Scott, Lady of the Lake.

Outside Readings: Lamb, Tales from Shakespeare; Longfellow, Tales of a Wayside Inn; Stevenson, Treasure Island.

(English 1 required for Junior Preparatory year.)

ENGLISH II. Composition, Rhetoric and Reading. In composition particular stress is placed upon the development of the paragraph. Class exercises and themes are required.

Text: Scott and Denny, Composition and Rhetoric.

Class Reading: Homer, Odyssey; Eliot, Silas Marner; Goldsmith, The Deserted Village; Katherine Lee Bates, Ballad Poetry; Keats, The Eve of St. Agnes; Shakespeare, As You Like It.

Outside Reading: Byron, Prisoner of Chillon; Dickens, Tale of Two Cities; Franklin, Autobiography; Hawthorne, The House of Seven Gables; Goldsmith, The Vicar of Wakefield.

(English II required for Senior Preparatory year.)

ENGLISH III. Rhetoric, English Literature. About two-thirds of the time is given to the study of masterpieces and to the history of English Literature from the Anglo-Saxon period to the height of the Romantic movement. The remaining third is devoted to work in rhetoric and composition.

Themes are required. Structure in sentence and paragraph is emphasized. Versification and figures of speech are considered in connection with the poetry.

Texts: Herrick and Damon, Rhetoric; Halleck, New English Literature; English Prose and Poetry, edited by Manly.

Required Reading: Shakespeare, Macbeth; Eliot, Mill on the Floss; Tennyson, The Idylls of the King; Milton, Minor Poems; Addison and Steele, Sir Roger de Coverly Papers.

(English III required for Freshman year.)

ENGLISH IV. A. and B. History of English Literature from the height of the Romantic Movement through the Victorian period, and into the early twentieth century.

Text: Halleck, New English Literature; English Prose and Poetry, edited by Manly.

C. American Literature. Study of the poetry and the prose writers of the National period after a brief survey of the Colonial and Revolutionary periods.

Text: Halleck, American Literature.

Woolley, Handbook of Composition (used through the three quarters). (English IV required for Sophomore year.)

College—Junior Year

ENGLISH V. A. Composition. Themes will be written based upon a study of typical examples of exposition, description and narration. Weekly themes with individual criticisms and interviews. (First quarter)

B. Literature. A general survey of English Literature from the Anglo-Saxon period to that of the early twentieth century. (Second and third quarters.)

Texts: MacCracken and Sandison, Manual of Good English; English Prose and Poetry, edited by Manly.

(English V. A and B required of all Juniors.)

Senior Year

ENGLISH VI. A. Shakespeare. Critical reading of a few plays, followed by careful reading of a number of plays illustrating the growth of Shakespeare as an artist and his place in Elizabethan drama. (First quarter.)

B. The height of the Romantic Movement; intensive study of Wordsworth, Coleridge, Scott, Byron, Shelley, Keats, Landor, etc. Lectures and class papers. (Second quarter).

C. The Short Story. A critical and an appreciative study of the short story. Analysis of typical masterpieces; study of the technique of the genre. Writing of, at least, one short story by each student. (Third quarter).

(English VI. A. B and C required of all Seniors.)

A student in any department of academic or fine arts work whose English is deficient may be asked to take a course in English composition.

Mathematics

MISS STODDARD

College Preparatory

Course I—This work is designed to give a thorough working knowledge of Arithmetic and Elementary Algebra. Since no credit is given, the course will be adapted to the needs of its pupils, being elementary or more advanced as it is thought advisable.

Three hours a week for a year.

Texts: To be selected.

Course II.—Algebra to quadratics; factors; common divisors and multiples; fractions, including complex fractions; linear equations containing one unknown quantity or more;

problems depending on linear equations; radicals including extraction of square and cube roots of polynomials and numbers; exponents including the fractional and negative.

Three hours a week for a year.

Text: Milne's High School Algebra.

Course III—Quadratic equations, both numerical and literal; radicals and equations involving radicals; inequalities; imaginaries; the binomial theorem for positive integral exponents; the formulas for the *n*th term and the sum of the terms of arithmetic and geometric progressions.

Three hours a week for a year.

Texts: To be selected.

Course IV—Plane Geometry; the usual theorems and constructions, including the general properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas; solution of numerous original exercises, including loci problems and formulas; construction work.

Three hours a week for a year.

Text: Plane Geometry, Wells and Hart.

College—Junior Year

Course V—A. Solid Geometry; the relation of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; the solution of numerous original exercises including loci problems.

Three hours a week for first term.

Text: Solid Geometry, Wells and Hart.

Course V—B. Plane Trigonometry. Definitions and relations of the six trigonometric functions; derivation of formulas; transformation of trigonometric expressions by means of these formulas; solution of trigonometric equations of simple character; theory and use of logarithms; solution of right and oblique triangles, including solution of numerous problems.

Three hours a week for second term.

Text: Hun & McInnes' Plane Geometry.

Course V—C. College Algebra. Progressions; the elementary treatment of permutations and combinations; mathematical induction; complex numbers; determinants; infinite series; theory of equations, including Horner's method for solving numerical equations.

Three hours a week for third term.

Text: College Algebra, Fite.

Senior Year

Course VI.—A. An introductory course in plane analytic geometry. Systems of co-ordinates, graphical representation, loci and their equations, the straight line, the circle and simpler properties of the parabola, ellipse, and hyperbola.

Three hours a week for first term.

Text: To be selected.

Course VI—B. Differential Calculus.

Three hours a week for second term.

Text: Differential Calculus, Osborne.

Course VI—C. Integral Calculus.

Three hours a week for third term.

Text: Integral Calculus, Osborne.

Latin

MISS KINNEAR

College Preparatory

Course I. In the work of the first year special attention is given to correct pronunciation, that is to the stressing of Latin quantity by sound, as well as by sight, and to the translation, oral and written, of easy sentences from Latin into

English, and English into Latin. Inflection of nouns, pronouns, adjectives and adverbs, and the syntax of the principal case and mode uses are carefully studied and memorized. The simpler forms of indirect discourse are learned, and there is constant drill on vocabularies.

Three hours a week for a year.

Text-books used: Smith's First Year Latin or Pearson's First Year Latin; Ritchie's Fabulæ Faciles.

Course II. The work of the second year is a continuation of the work of the first year as far as drill in forms, syntax, oral reading and composition are concerned. The structure of simple, complex, and compound sentences is carefully studied, and the more important case and mode uses, together with the uses of subordinate clauses and phrases, are presented in tabulated form. For this purpose each chapter of Cæsar is followed by a lesson in composition, oral and written, based upon the text. In this manner every chapter of Cæsar is reviewed, a vocabulary is memorized, and the more difficult constructions are presented in English to be translated into idiomatic Latin. The legion, military tactics, geography, customs, and political events furnish topics for inquiry in the study of the text as a historical record.

Four books of Cæsar are read during the year.

Three hours a week for a year.

Text-books used: Cæsar, Allen and Greenough; Grammar, Allen and Greenough; Composition, D'Ooge.

Course III. In Cicero the constant drill of forms is not stressed so much, but begins to give place to the study of Latin as a literature. The student now learns to appreciate more fully the way in which a thought is expressed. The oration is studied as a form of literature, and examples from English and American authors are read in class. Prose composition is here also used as a means to impress upon the student the characteristic idioms and constructions of Cicero's style. The figures of grammar and rhetoric employed by Cicero are carefully pointed out, and examples are memorized.

Texts read: The Four Orations Against Catiline; Sallust's Catilina on Character of Catiline; the Manilian Law and the Archias; outline of Cicero's works; Select Letters or Selections from other orations, as far as time permits.

Three hours a week for a year.

Text-books used: Cicero; Allen and Greenough's Select Orations and Letters; Grammar, Allen and Greenough; Prose Composition; Sallust's Cataline; Allen and Greenough.

Course IV. Vergil. The first six books of Vergil's Æneid are read in class and exercises are given every week involving a systematic review of the more important topics of syntax. Practice is given in written analysis of the hexameter and in oral reading. The metrical irregularities, the poetic licenses of Vergil, together with the rhetorical figures employed by the poet, are carefully noted and studied. The mythology of the Æneid also receives attention and the pupils are encouraged to increase their knowledge of Latin and Greek customs as brought out in the text. Papers are prepared by the class on assigned topics connected with the poem. Extracts from the last six books are read at sight in class and the subject matter as a whole is presented by the instructor. If time allows, portions of the last six books are assigned for individual study, to be reported upon in papers.

Three hours a week for a year.

Text-books used: Vergil, Allen & Greenough; Grammar Allen & Greenough; Prose Composition, D'Ooge; Mythology, Gayley's Classic Myths.

College—Junior Year

Course V. A. Historical Prose. Livy's Hannibalic War.

B. Lyric Poetry. Horace's Odes.

C. Grammar and Composition.

Texts: Livy, Lease; Horace, Bennett; Grammar, Gildersleeve; Latin Prose Composition, Gildersleeve.

Senior Year

Course VI. A. Biography. Tacitus' Agricola.
B. Satirical Literature. Juvenal's Satires.
C. Roman Comedy. Plautus' Menæchmi.
D. Prose Composition. Miscellaneous subjects.
Texts: Tacitus, Allen; Juvenal, Wright; Plautus, Fowler.

Spanish

MISS EDYE

Course I. Elementary Spanish Grammar, and the reading of easy texts that constitute a good basis for simple conversational and written exercises. Special drill in pronunciation; careful attention to grammatical difficulties peculiar to Spanish, particularly to verbs, regular and irregular, and to prepositions; memorizing of easy colloquial sentences and simple poems; oral and written exercises based on previous lessons, carefully planned to give a thorough understanding of fundamental grammatical points and to strengthen the students' vocabulary.

The course is intensely practical. Spanish is used by the teacher and the students, except in cases where the use of English is absolutely necessary for the proper understanding of the context.

Three hours a week for a year.

Texts used: Spanish Grammar, DeVitis; Spanish Reader, DeVitis; Victoria y ostros cuentos, Asensi.

Course II. The method of teaching is substantially the same as that employed in the first year. More difficult grammatical constructions are studied and their use is gradually introduced into the composition and conversation. The student's vocabulary is rapidly increased. In the letter writing the commoner commercial terms are acquired. Phrases useful to travelers in Spanish-speaking countries are studied. In the off-hand reproduction of the matter read and in all conversational exercises, the effort is made to have the student acquire the necessary habit of using the correct form.

Three hours a week for a year.

Texts used: Spanish Grammar, Ramsey; Spanish Composition, Crawford; El Capitan Veneno, Alarcon; El Si de las Ninas, Moratin; Dona Perfecta, Galdos; Selections from Don Quijote (Edited by Ford.)

French

MISS PFLUG

Course I. The so-called natural method is employed as far as advisable. The work of the first year emphasizes careful drill in pronunciation, the rudiments of grammar, easy exercises, designed to fix in memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression. From one hundred and fifty to two hundred duodecimo pages of easy texts are read. A few simple lyrics and selections from French prose are memorized.

French is the language of the class room.

Three hours a week for a year.

Text-books used: French Grammar, Fraser and Squair; Le Français et sa Patrie.

Course II. The work of the second year is of the same general character as that of the first year. The elements of grammar are completed. The memorizing of selections from French prose and poetry is continued. The composition is of a more difficult nature. Simple letters and themes dealing with the pupil's daily life are written.

Three hours a week for a year.

Text-books used: French Composition and Syntax, Bouvet; Colomba, Merimèe; Jeanne d'Arc, and Scenes de la Revolution Française, Lamartine; L'Avare, Molière.

Course III. In the third year Composition, Letter-writing, reproduction of stories read, continued. Informal talks upon the literature of the nineteenth century are given. Outside reading with oral and written reports are required.

Three hours a week for a year.

Advanced French Prose Composition, François; Les Precieuses Ridicules, Le Misanthrope, Moliere; Les Miserables, Hernani, Hugo; Athalie, Esther, Racine; Le Cid, Corneille.

Course IV. This course is devoted to the drama of the seventeenth century. Lectures upon the classical drama are given. Students are required to consult works of reference pertaining to the matter under consideration and to make oral and written reports. Term papers are required.

Three hours a week for a year.

Text-books used: Advanced French Prose Composition, François; Litterature Francaise, Lanson; Iphigenie, Phedre, Racine; Horace, Polyeucte, Cinna, Corneille; Les Femmes Savantes, L'Avare, Moliere.

A student who is given two units credit for two years of High School French, may take second year College French.

A student who is given one unit credit for one year of High School French, may take first year College French.

German

MISS PFLUG

Course I. In the first year the work consists of Elementary German Grammar, the reading of short stories and conversational exercises based upon the readings and upon the pupil's daily life. By means of oral and written composition there is constant application of the simpler rules of grammar and constant acquisition of vocabularies.

From one hundred and fifty to two hundred pages of easy German prose are read. Selections from German lyrics are memorized. German is the language of the class room and translation is reduced to a minimum.

Three hours a week for a year.

Text-books used: German Grammar, Joynes-Meisner, Parts I and II; Marchen und Erzählungen, Guerber; Immensee, Storm; Duetsche Sagen, Geibler.

Course II. The course of procedure in the second year is similar to that of the first year. Part II of Joynes-Meissner's German Grammar, completed in the first year, is reviewed and word derivation and more difficult syntax are taken up. About five hundred pages are read and German poems are memorized. Oral and written composition, summaries of stories read, afford material for application of rules of grammar.

Text-books used: Prose Composition, Chiles; Das Peterle von Nürnberg, Blutgen Der Zerbrochene Krug, Das Wirtshauszu Cransac, Zschokke, Germelshausen, Gerstäckers; Das Edle Blut, Wildenbruch; Wilhelm Tell, Schiller.

Course III. In the third year representative works of a few of the foremost modern authors introduce the student to some of the more important aspects of German life.

Oral and written summaries of texts read are the constant material for German Composition. Advanced German Grammar one hour a week.

Three hours a week for a year.

Text-books used: Die Harzreise, Heine; Hermann und Dorothea, Goethe; Die Jungfrau von Orleans, Schiller; Minna von Barnhelm, Lessing; Maria Stuart, Schiller.

Course IV. A short survey of German literature from the earliest times to the present day is presented by lectures. The period of the classic drama is emphasized. Oral and written reports are assigned. Advanced prose composition is required once a week.

Three hours a week for a year.

Text read: Emilia Galotti, Lessing; Torquato Tasso and Egmont, Goethe; Prinz von Homburg, Kleist, Sappho, Grillparzer. (German will probably not be offered 1919-20).

History

MISS MCCOY

College Preparatory

Course I. Ancient. This course is developed with an outline study of the Oriental nations as introduction to the study of Greek and Roman history. In Greek History emphasis is placed on the city, state and Hellenic civilization. Particular attention is given to the constitutional growth in

Roman History. Considerable parallel reading is required. Note books, outlines and maps.

Three hours a week throughout the year.

Text: Morey's Ancient History.

Course II. Mediæval and Modern History. In this course a rapid review of the Carolingian period is first made and then is begun the development of the Mediæval Church, the founding of the Holy Roman Empire, the nature of the Feudal System, and the forces of the Renaissance. The latter part of the course is devoted to the Modern Era, beginning with the Reformation and Wars of Religion. A careful study is made of the growth and development of the nations and of their political and racial characteristics, the French Revolution and the Napoleonic Age, the Industrial Revolution, the expansion of Europe in the nineteenth century and the origin of the War of 1814. Lectures, recitations, note books, outlines, maps. Considerable parallel reading is required and oral and written class reports.

Three hours a week throughout the year.

Text: Robinson's Mediæval and Modern Times.

Course III. English History. In so far as is practical the constitutional aspect of English History will be emphasized in this course. The early Celtic and Roman influences will be noted, followed by a more detailed study of the characteristics and institutions of the Saxons and Danes. Then the struggle for constitutional liberty, the growth of colonial and commercial empire and the industrial changes and democratic development. At the conclusion of this course England's part in the Great War will be taken up. Outlines, readings and reports.

Three hours a week throughout the year.

Text: Cheyney's Short History of England.

College

Course IV. Modern History. A brief summary is first made of the origin and development of the principal European nations up to the beginning of the eighteenth century. Then begins a detailed study of France under Louis XIV, the French Revolution and Napoleon, the Rise of Russia and Prussia, the

Unification of Italy and Germany, the formation of the British Colonial Empire, Reconstruction of Europe after the Congress of Vienna, Formation of the German Empire and the Austro-Hungarian Union, Turkey and the Eastern Question, Occupation of Africa by European Powers, How Japan Became a World Power, the Industrial Revolution and the Factory System, Political and Social Reforms of the Nineteenth Century, and the Great Problems of the Day. Throughout this course conditions and events which have led up to the present world conflict are carefully noted. Considerable outside reading is required in this course and weekly reports are made.

Three hours a week throughout the year.

Text: Robinson and Beard's Development of Modern Europe.

Course V. American History and Government. An advanced course embracing the age of discovery; a study of the Colonial period through the Revolution; the critical period in the formation and development of the Constitution; the development of parties and the rise of slave power; the Civil War and Reconstruction; the War with Spain; expansion and its problems; the United States as a world power and its part in the Great War; and the progress and problems of the United States up to the present time. Special emphasis is placed on the economic, industrial and social changes which have taken place in this country. The aim of this course is not merely to store the mind with a knowledge of names and events, but to create an impression which will enable our American woman to carry on intelligently the work of the nation in the next generation. Extensive supplementary reading, individual research work, papers and reports.

Three hours a week throughout the year.

Text: To be selected.

Bible

PROFESSOR NOFFSINGER

Two years' work is offered in the English Bible. One can hardly be said to have a liberal education without some systematic knowledge of the Bible. The first year is devoted mainly to the Old Testament and the second year is given to the Life and Teachings of Jesus and Sunday School Normal Training Work. The Sunday School offers the broadest field for the best talent of our young women and we strive to fit them for efficient work in this field.

The Bible is the main text-book; others will be announced at the beginning of the session.

Philosophy

PROFESSOR NOFFSINGER

In this school are included Psychology, Sociology, Ethics, and Christian Evidences.

The study of Psychology and Ethics is very profound, and demands a trained mind and such general information as is acquired by a thorough course in college; for this reason these branches are taught in the Senior year. While we think undue importance is attached to the new or experimental Psychology in some quarters, yet the student will be given insight into its methods.

There is no course of study more conducive to the formation of character than the study of Ethics. Much prominence is therefore given to this subject and the student is thoroughly drilled in the fundamentals of righteous conduct. In the work of the Senior year the student becomes her own philosopher and is invited to free discussion of all topics under consideration.

As the institution is strictly Christian and its chief aim is to develop strong Christian character, it is thought eminently wise that we offer a brief course in Christian Evidences.

Lectures on Christian Evidences. Parallel reading is required.

Senior Year—Fall Term. Psychology, Thorndyke or James. *Spring Term.*—Ethics or Sociology.

Education

PROFESSOR NOFFSINGER

The Intermont graduates are in demand as teachers. The State Board of Education grants them first grade certificates good for ten years to teach in graded and high schools. A course in Teacher Training is given to meet this demand. The course embrases Class-room Management, Child Psychology, and a brief History of Education. Practice teaching is given and also observation of methods in the Bristol schools.

Natural Science

MISS EGBERT

A place more fitting for the study of Natural Science can not be found than at Virginia Intermont College, situated in the great valley amid the mountains of Southwest Virginia and East Tennessee. The beautiful scenery, the vast deposits of coal, the mineral veins, the mountains, the valleys, the superb natural curiosities, all these and more, contribute to make Bristol preeminently a place to create a fondnesss and love for the study of Natural Sciences. It is the purpose of this school to cultivate and educate the observing faculties of the student that she may understand in a measure at least "the laws of Nature which are the laws of God."

College Preparatory

I. BIOLOGY. This is a study of plants and animals and their relation to man. This introductory course is designed to acquaint the student with the more important principles of organization and of the life relations of organisms. Laboratory work is required throughout the year.

Two hours a week for recitations and two hours for laboratory work.

Texts: A Civic Biology, Hunter. Laboratory Problems in Civic Biology, Hunter.

II. CHEMISTRY. An elementary course, extending through the year, for beginners in Chemistry, designed to familiarize the student with the more important properties of the elements and their compounds. Simple tests are given for the important elements. Two hours of class work and two hours of laboratory work a week.

Text: Newell's General Chemistry. Laboratory manual to accompany text.

College Department

III. GENERAL BIOLOGY. Pupils are provided with compound microscopes and dissecting instruments for making a detailed study of typical specimens from the principal groups of plants and animals with reference to their structure, functions and development. Field excursions constitute a part of the course. In class the general biological problems are discussed, such as the structure and activities of protoplasm and the cell, development and differentiation, genetic relations and adaptations.

The class meets twice a week for lectures and recitations and three hours a week for laboratory work.

Texts: Coulter's Plant Relations. Herrick: A Text in General Zoology. Bergen and Caldwell's Practical Botany.

IV. A. INORGANIC CHEMISTRY. Open to students who have completed a course in High School Chemistry or Physics with laboratory work.

The course is intended to give a thorough knowledge of the fundamental principle of Inorganic Chemistry and emphasize its application to daily life.

Two periods a week for recitations and three hours for laboratory work.

Text: Newell's Inorganic Chemistry for Colleges.

School of Expression and Physical Training

MISS NUNNALLY

The Art of Expression is the manifestation of the life of the soul through the voice and body as agents. Hence, the aim of this department is to stimulate the powers of the soul to greater activity, and so train the voice and body as to free them from all faults, natural and acquired, thereby making responsive agents.

None of the methods of this training are imitative or mechanical; no two human beings are alike and man has no right to try to improve on God's handiwork by making them so. But each individual is developed along the lines of her own personality and is in every way stimulated toward the realization of her highest possibilities.

This study of Expression will not only make good readers but it will better fit pupils for their life's work. It will not only teach them to speak, walk and stand on the public platform or stage, but it will give them ease in their every-day carriage, walk and conversation.

As the work in this department has to do largely with literature and its interpretation, a candidate for the Expression diploma must have completed the equivalent of the work in the Junior class in the regular A. A. course, and in addition must complete the work done by the Senior class in Psychology.

Course of Study

First Year—Technical studies for the establishing of correct habits of Breathing; simple Pantomimic Studies in primary Bodily Response, and Interpretative study of Lyric and Narrative Poetry; Short Stories from Standard Authors. Classics for Vocal Expression.

Second Year—Tone color; Pantomimic Problems; Interpretative study of Dramatic Narrative; the Arrangement of Stories for platform; foundations of Vocal Expression.

Third Year—Advanced work in Voice and Pantomime; Arrangement of some classic novel; special study of Shakespearian Drama; Dramatic Rehearsal; lessons in Vocal Expression.

Fourth Year—Study of the different forms of Literature; Interpretative Study of Modern Drama; Imagination and Dramatic Instinct; Emphasis upon Platform work or upon the study of the Psychologic Basis of the Principles of Expression.

Dr. S. S. Curry is the author of all the text-books on the subject of Expression, mentioned above.

Public Recitals and Plays—During the year recitals are given to which the public is invited. There are also two or more classic plays given each year. Students are required to take part in the plays, at the discretion of the Director.

Certificate—The satisfactory completion of the third year's work entitles the student to a certificate. The completion of the Sophomore year or its equivalent in the regular course is required for this certificate.

Diploma—When a student has finished the four years of training satisfactorily, either a Teacher's or a Reader's Diploma will be given.

Gymnastics

The aim of this department is not to develop acrobats or trained gymnasts, but merely to keep the bodies of the students in a strong and normal condition.

The Swedish System of Gymnastics is used; no heavy apparatus work is given and no student is allowed to exercise beyond her strength.

The girls are required to be out of doors for a stated length of time each day—long walks are indulged in frequently, and the basket ball and tennis courts are in use when the weather permits. In addition to the regular gymnasium work there will be a course of lectures on Hygiene delivered by the Physical Director during the year. This course in gymnastics is compulsory, except in case of physical disability, under which circumstances the student must present physician's certificate.

No extra charge is made to boarding students for this course and for the use of the new gymnasium and the new swimming pool.

Conservatory of Music

PROFESSOR SCHROETTER, DIRECTOR

Departments of Instruction

- Department of Pianoforte.
- Department of Vocal Culture.
- Department of Violin and Stringed Instruments.
- Department of Theory
  - Harmony.
  - Counterpoint.
  - History of Music.
  - Theory of Music.
  - Musical form and analysis.
  - Solfeggio.

Our Policy

The Music Department recognizes the importance of Music as a means of refining, broadening, and disciplining the mind. It realizes the wholesome effect it has upon the inner man. Art, particularly Music, should not be considered as simply ornamental. We regard it as essential toward developing the human soul.

The logical conclusion is, therefore, that music should be taught in such a manner that it will enable students to appreciate the intrinsic merits of the Art. We try to help our students realize that mere "tickling of the ivories," so customary among music students, is a waste of time. Our ambition is to give them a practical knowledge of music and to teach them how to study it *intelligently* and with a definite aim.

We do not regard music as an exclusive art. Anything but that. We recognize the importance of doing at least a reasonable amount of academic work as a foundation upon which to base a real knowledge of music. All the great composers—whose music has a universal appeal—knew that to pursue the study of music exclusively, paying no attention to academic training, resulted in narrow-mindedness and one-sidedness.

The Music Department, therefore, requires of its students that for graduation they must do a specified amount of academic work. The minimum amount of academic work required for a graduate by the department is that of the Sophomore year, or its equivalent. The course outlined for a regular academic student need not be strictly adhered to. In some cases it will be permitted to substitute a study which may seem more practical than certain ones in the course as outlined.

Beginners

We are especially glad to have beginners enter the Conservatory, as they possess none of the bad habits so easily formed by indifferent teaching; they receive more readily the correct principles, and make rapid progress, not having to unlearn bad habits.

The Course of Study

The Courses of Study offered in the various grades aim to cover the whole field in each case, and the school has provided experienced teachers and musicians who have had thoroughly good preparation for the work assigned them. Pupils may have the assurance that what ever they learn here will never have to be unlearned. Work done in the lower grades under the teachers who have charge of those grades is preparatory to and leads into higher grades.

Manner of Grading

There are almost as many standards and methods of grading students as there are teachers. The following outline of grades is for the average students. We can not adhere to this outline in all cases. Talent and general ability necessitate making exceptions in the cases of some students. The Director reserves the occasional privilege of changing a student from a lower to a higher grade,. or vice versa, if later (after knowing the student's talent or lack of talent, her abilities or inabilities, her temperament, her plans, etc., etc.,) a change appears to be desirable. As these determining factors may affect grades, they may also affect a student's graduation. These changes would often have to be made in the interest of the pupil.

Department of Pianoforte

PROFESSOR S.T. SCHROETTER, Director

The Piano as an Instrument

The piano as an instrument has peculiar advantages over all others. It is an independent solo instrument, the tonal proportions of which make it sufficient unto itself. The amount of literature written for the piano is immense, and represents every phase of the Art of Music. The piano is, therefore, justly designated the "King of Instruments," and together with what the piano literature represents it can stand alone, equal to almost anything in the realm of pure music.

The piano is not only independent, but the study of any other musical instrument, or any phase of the Art of Music, is dependent upon it. That is to say, a singer, violinist, or even an organist must have knowledge of piano music, and at least some piano execution to be MUSICALLY intelligent. Even conductors and composers find it indispensable in their special work.

Grade Certificates

Pupils who are not entitled to a Diploma are given certificates indicating the grades satisfactorily finished. Such certificates are given only after at least one year of study.

Diplomas

Students graduate according to their ability, and not according to the number of terms taken.

Pupils may fit themselves especially for Teachers or Concert Work.

Conditions for Graduation

The Piano Department offers three grades of Diplomas: Teacher's, Concert Pianist's, and Postgraduate.

The Teacher's Diploma represents work satisfactorily completed in the Advanced Course, and a student is not required to give a public recital to secure this diploma. At least one year of study in our school is required for this diploma.

To secure a Concert Pianist's Diploma a student must have studied at least one year at this school, and is required to complete the Concert Course as outlined in addition to which parts or the whole of two public recitals must be successfully given.

Work required for either of these diplomas also includes a thorough course in Harmony, Theory, and History of Music.

Postgraduate Diplomas stand for one additional year of work after securing either of the other diplomas. To secure a Postgraduate Concert Pianist's Diploma a student is required to practice not fewer than three or four hours daily.

The other requirement for graduation has reference to the amount of academic work of a music student, and will be found under heading, "Our Policy."

We confidently state that after securing even a Postgraduate Diploma students will get just as profitable and efficient instruction in our music school as from the *largest majority* of teachers in the large musical centers *provided they work with equal earnestness and application.*

In addition to that the expenses in the large cities are from two to four times as great.

List of Studies and Grades

The course in piano is divided into seven grades. The time necessary to complete each grade depends entirely upon the talent and industry of the student. To finish a grade or more each year would require that a student of decided talent practice diligently and regularly.

PREPARATORY COURSE

Grades I and II

Hand, arm, and finger positions, and the fundamental principles of touch and tone production thoroughly imparted by means of simple finger exercises, five finger exercises and major and minor scales, National Graded Course, Vol. I; Lebert and Stark, Vol. I; Loeschhorn, Op. 65; Loeschhorn, Op. 52; Duvernoy, Op. 176; Burgmuller, Op. 100; Easiest Sonatines by Clementi and Kuhlau, etc., etc.

INTERMEDIATE COURSE

Grades III and IV

Scales—major and minor and chromatic; simple arpeggios of the triads in all the positions; scales in thirds, sixths and tenths, parallel and contrary motion; Loeschhorn, Op. 53; Loeschhorn Op. 66, Bks. III and IV; Czerny, Op. 299; Duvernoy, Op. 120; Bertini, Op. 29; Czerny, Op. 636; Heller, Op. 47; Easy Sonatas by Haydn, Mozart and Beethoven. Various selections from the best composers adapted to this grade, etc., etc.

ADVANCED COURSE

Grades V and VI

MR. SCHROETTER

Scales in all forms continued; arpeggios of the dominant and diminished seventh chords; scales in double thirds; octaves; Loeschhorn, Op. 67, complete; Heller, Op. 45, 46 and 16; Loew's octave studies; Czerny Op. 740; Cramer's studies; Bach's inventions; Sonatas by Beethoven, Mozart, Mendelssohn, McDowell, etc.

To secure the Teacher's Diploma, a student must finish this course.

CONCERT COURSE

Concert Pianist and Postgraduate—Grade VII

MR. SCHROETTER

Advanced technics; Clementi's Gradus ad Parnassum; Kullak's Octave Studies; Bach's Suites and Preludes and Fugues; Henselt Etudes, Op. 2 and 5; Moscheles Etudes; Chopin Etudes, Op. 10 and 25; Rubinstein Etudes, Op. 23; Schumann Symphonic Studies; Liszt Etudes; Sonatas, Concertos, etc., of Beethoven, Schumann, Chopin, Liszt, Grieg, Rubenstein, etc., etc.

Students in any of the courses are not required to study everything above given in the courses, but only so many of the studies given as to justify their promotion.

Department of Voice

MR. FREDERIC MARTIN, Head of Department.

This course is designed both for professional training and musical culture. Voices are placed and developed, giving them the richness and sweetness that belong to a perfect voice. Imperfections in the voice are given special care and the defects remedied as far as possible. Voices are developed as to power, range and quality and each student's particular needs are noted and her work assigned her according to those needs. Clear enunciation, correct phrasing and artistic tone coloring with an intelligent study of correct breathing and the development of a free and skillful use of the breath are the principles of the work in this course.

The musical taste of the student is developed by a study of the best musical literature. Students are prepared for choir, concert, opera, or oratorio singing and opportunities for singing in recital and church will be given them.

Candidates for graduation will be required to meet the same conditions in academic work as in the Pianoforte Department.

Requirements for Concert Diploma

Candidates for Diplomas will be required to have two years of Harmony, one year of History of Music, two years of Solfeggio and in addition one year of advanced Sight-reading of ensemble music; the first three grades of the Pianoforte Course, or their equivalent, covering the Freshman and Sophomore years. One year each of French and German with Italian diction for vocal pupils, together with the required number of hours of academic studies indicated in each year of the respective courses will be required. Frequent and successful public appearances, together with the creditable final Graduating Recital, are included.

TEACHER'S DIPLOMA AND CERTIFICATE

This diploma is issued upon the same conditions as the Concert Diploma, excepting the final Graduating Recital.

A Junior Certificate will be offered to students whose work in the department lacks not more than one year of completion for either diploma.

Chorus

The weekly chorus rehearsals, conducted by the Head of the Vocal Department have become a leading feature of the Conservatory, as well as a great benefit to all music students in sight-reading and general musical culture. Besides the ensemble singing, the class has a special drill in simple sight-reading and the general rudimentary principles of music, both vocal and instrumental. *All vocal students* are required to take this chorus as part of their regular musical work, unless excused. All other students with some knowledge of music and fair vocal ability are cordially admitted to the class. Chorus work is free of extra charge, except the small expense of music, study and lesson material.

Glee Club

Every year a selection of the best voices from the large Chorus is made and a Glee Club organized which is known as the V. I. C. Glee Club. This smaller organization receives special training and endeavors to do more varied and more finished work than is possible with the Chorus. The V. I. C. Glee Club is called upon to sing on special occasions in the college and in the city. Special honor is thus attached to membership in the organization.

The Regular Diploma Course

Course I

English; German or French; Solfeggio. Two Voice lessons per week. Chorus. Pianoforte.

Principles of Breathing, Voice Placing, and Development of Tone. Vocalises selected according to individual needs.

Study of ballads and easy songs. Appearance on private matinee programs.

Course II

English; German or French; Solfeggio, Harmony, Chorus˙ Two Voice lessons per week. Pianoforte.

Advanced Vocalization. Studies of medium difficulty by Concone, Panofka, Marzo, Marchesi, and others. Classic and Modern songs. Appearances in public recital.

Course III

Advanced Sight-Reading of Vocal Ensemble Music, Harmony, History of Music, Italian Diction. Two Voice lessons per week. Chorus.

Advanced Vocalization. Italian, French and English Songs. Advanced study of Oratorio and church music. Frequent appearances in public recitals.

Course IV

Two Voice lessons per week. Chorus. Final Graduating Recital.

Advanced Vocalization, German Lieder and Opera studies in German, French and Italian from leading operas and composers. The work of the students in this grade will be largely that of getting together a good repertoire. In order to form an idea of the literature for the voice, students will be required to have studied a repertoire of songs and arias from the works of the following composers: Bach, Handel, Haydn, Mozart, Schubert, Schumann, Mendelssohn, Verdi, Gounod. Modern composers: Grieg, Brahms, Strauss, Wolff, Tschaikowsky, Chadwick, MacDowell, Foote, and modern ballad writers.

Violin

To play in tune and to produce a good tone is of the foremost importance. Students with a practical knowledge of piano music will, of course, make progress faster than those who have not had that advantage.

Grades I and II (Preparatory)

The simplest experiments with regard to the proper position in holding the Violin. Bowing exercises on open strings. Practice on the intervals of common scales with a view to touch and tone. Major scales C, G, and D, to which may be added F and B flat.

Pueschel's Violin School.

Tours, First Steps on the Violin

Simple exercises and pleasing melodies at the discretion of the teacher.

Grade III (Freshman)

Pueschel's Violin School.

Scale practices continued and intervals of greater distances.

Hans Hanser 1-8 Positions.

Mazas, Op. 85 and 86.

Kayser, Op. 20, No. 11. Pleyel, Op. 12.

Grade IV (Sophomore)

Hermann, Violin School, Volume II.

Hermann, School of Scales and Positions, Volume I.

Duets by Pleyel, Dancla, Mazas, Kalliwoda and others.

Choice Morceaux, Fantasies, etc., by favorite composers.

Kayser, Op. 20, No. 3.

Viotti.

Grade V (Junior)

Hermann, School of Scales and Positions, Volume II.

Kreutzer, 40 Etudes (first part).

Sonata, Schubert, Mozart and others.

More difficult duets, Hanser.

Brilliant works by De Beriot, Arot, Alard and others; also Trios and Quartets by Haydn and Mozart.

Grade VI (Senior)

Hans Hanser, Vol. I.
Hermann, School of Scales and Positions, Volume III.
Kreutzer, 40 Etudes (second part).
Beethoven, Sonatas.
Etuden-Album, Edit. Peters, No. 2062. Quartet Studies.
Selections from Bach.
Trios and Quartets by Beethoven, Mendelssohn, and others.
Concertos by Seits and Wieniawski, de Beriot, Mendelssohn, etc., and difficult solos by Leonard, Ernst, Vieuxtemps.

The literary requirements for graduation are the same as those for the Pianoforte Department.

Orchestra

Violin pupils of sufficient advancement are admitted to the Virginia Intermont College Orchestra, consisting of violins, piano, flute, clarinet, trombone, violincello, cornet, and drums.

This organization is composed of pupils of the school and friends from the city, and adds greatly to public entertainments.

Pupils', Faculty and Artists' Concert

Both informal and public pupils' recitals are given throughout the year beginning not later than November and as frequently as time and thorough preparation will permit.

Each year members of the Faculty render programs of the best music, which students as well as the public are invited to hear.

A splendid list of artists' recitals, lectures, readings, etc., is arranged each year.

Department of Theory

Theory and Harmony

Harmony, Counterpoint, Fugue, and Composition taught by the best and most thorough methods.

The more advanced pupils in any branch of music must, of course, study Harmony, and from there advance to higher branches of the art.

The course embraces the thorough study of all Scales, Intervals, Chords and their grammatical connection with each other; Prolongation and Retardation, Alteration, Modulation, Auxiliary Notes, Organ Points; Harmonization of Melodies; the Study of Musical Forms, etc.; Reading Figured Basses at Sight; Transposition of Exercises into all Keys. We do not confine ourselves to the use of any certain text-book, but make selections from all to meet the requirements of the student. To one expecting to *teach* music the study of Harmony will be found almost indispensable, as it greatly facilitates a student's comprehension and rendition of piano music. At the end of this course any student, if at all gifted, will be able to compose music *correctly*.

The following are some of the books used: Percy Goetschius' Tone Relations; Elements of Harmony by Stephen Emery; Jahdasohn's Harmony; Richter's Harmony; Max Loewengard's Harmony.

History of Music

A class in History of Music is organized at the beginning of each year, and a regular course is continued throughout the year. Aside from the text-books lectures will be given by the teacher, and the pupil is expected to do research work and collateral reading under his direction.

Musical Form and Analysis

Such text-books as "Lessons in Music," by Goetschius, and "Musical Form," by Bussler, will be used, in addition to which compositions of various forms will be analyzed.

School of Art

MISS PARR

The time is past when drawing and painting were regarded merely as an ornamental branch of study—looked upon as an accomplishment. No woman can today lay claim to being an educated person who has not the understanding to discriminate between the worthy and unworthy in Art, and does not display in practical fashion a taste for it. An Art education is now regarded as a necessity and the past few years have seen drawing established at great expense in the high schools of our Northern cities, in the more progressive of which it is made to correlate with every other branch of study. To an advanced study of the Natural Sciences it is most indispensable. Every great naturalist has found it necessary to become proficient in drawing.

But not alone for its practical value, which is inestimable, have some of the great educators come to recognize the importance of an Art education, but as a means of mental development and discipline, training the perceptive and creative faculties and forcing the student to observe, compare, reason and think, it is unsurpassed by any academic study.

The methods used in this department are such as have been practiced and found best in the leading Art schools of New York and are intended to produce independent workers.

Special attention is given to drawing, which is the foundation necessary to an advanced study of any branch of Art.

Students of this department may enter competitive contest for scholarship in New York Art Students' League.

The work done in the studio is the property of the College until after the Art Exhibit in May. A fee ($2.00) will be charged for the use of models and studio furniture.

China Painting—A splendid Revelation Kiln and a fine collection of models and designs offer every facility for the study of this beautiful and popular art.

A class in pictorial composition meets every two weeks. It is required that each student in class bring an original drawing or painting that shall illustrate the theme assigned by instructor. The location of the College and the natural beauty of the scenery all around provide wonderful opportunity for sketching and Nature-study.

The studio is in the new annex constructed during the summer of 1918. The light is admitted from the north, and the studio is well equipped.

Special Branches—China Painting, Tapestry Painting, Miniature.

Course of Study

First Year—Drawing from objects and casts, modelling. Perspective.

Second Year—Drawing from casts, heads, painting, still life, modelling, composition.

Third Year—Drawing from casts, heads and busts, painting, still life, sketching life and outdoors, composition, design.

Fourth Year—Drawing from casts, full length. Painting life, outdoors, composition. Illustration.

History of Art

This course is designed to give students a general knowledge of the history of architecture, sculpture and painting. Illustrated lectures, texts and required readings.

A CERTIFICATE OF PROFICIENCY is given Sophomore students for the satisfactory completion of any one of the requirements for the Diploma of Graduation.

The student finishing successfully the regular Art course, the Junior year of the academic course (for Junior Mathematics and Junior Science other subjects may be substituted), and the History of Art will receive the Diploma of the School of Art.

Domestic Science

MISS AGERTER

Domestic Science is a training given the girls of today, which fits them for the changes which the twentieth century is bringing forth.

Aside from giving the most practical benefit in later life and preparing the girls to meet any emergency which may arise in the home, it is of inestimable mental, social and ethical value, training the memory and reasoning powers and developing traits of womanliness, unselfishness, accuracy and self control.

Upon the completion of the following course, any student who has satisfactorily completed the Junior year of the academic course will be given a Domestic Science Diploma.

Course of Study

First Year (*a*)—Laboratory Work.
Cookery and service of cereals, common vegetables, soups, batters, rolls, eggs, milk, meats, etc.
Three double periods per week................................4½ hrs.
(*b*)—Lectures and Recitations.
Bacteriology (*two periods per week*)............................1½ hrs.
Physiology (*two periods per week*)...............................1½ hrs.

Second Year (*a*)—Laboratory Work.
Planning balanced menus; cooking and serving breakfasts, luncheons and dinners; invalid cookery.
Three double periods per week................................4½ hrs.
(*b*)—Lectures and Recitations.
History of foods (*two periods per week through first term.*)
Household Economics (*two periods per week through first term.*)
Dietetics (*two periods per week through second term.*)
Household Sanitation (*two periods per week through second term.*)

Domestic Art

Upon completion of the following course, any student who has satisfactorily completed the Sophomore year will be given a Domestic Art certificate:

Course of Study

First Year—Plain and ornamental sewing, including basting, hemming, patching, darning, making button holes, embroidering, hem stitching, etc. Use of machine and its attachments. Simple garment making.
Three double periods per week..............................4½ hrs.

Second Year—Study of textiles, buying, identifying and grading materials, drafting, cutting and fitting patterns. Dress making and art embroidery.
Three double periods per week..............................4½ hrs.

Business Course

MISS SANDERS

Never before has there been such a wide demand for young women who have training in business methods. Capable stenographers now receive large salaries and the demand far exceeds the supply. Intermont College offers thorough courses in Stenography, Typewriting, Bookkeeping and Secretarial work. The literary college is the ideal place for a girl to receive business training. Few business colleges have boarding advantages. The young woman who goes to the city for a business education has not the restraining influences of the home-life of a christian college thrown around her. In addition to the practical business instruction a student can get at Intermont, she has the benefit of the cultural life of the literary department.

BOOKKEEPING: Double and Single Entry Accounting, Commercial Terms and Phrases, Commission, Commercial Papers, Etc.

Text: Williams and Rogers' Theoretical and Practical Bookkeeping.

STENOGRAPHY: Study of the principles of Phonography, graded dictation exercises and reading selections.

Text: Benn Pitman's Manual of Phonography. New Universal Dictation Course.

TYPEWRITING: The Touch System is taught. Fingering exercises, graded copying work, practice from dictation.

The department is equipped with Underwood typewriters.

To be entitled to a certificate in the Business Course a student must have completed, in addition to the prescribed course in this department, the equivalent of four years of high school work.

General Expenses

Terms for the Session of Nine Months

TERMS OF PAYMENT: Ten dollars with application for room. Fifty per cent. of balance on entrance, and fifty per cent. February 1st.

Board, steam heat, electric lights, servants' attendance, Physical Culture, Lyceum Course of Lectures and Recitals, Contingent fee, Library fee, Infirmary fee, use of new gymnasium and swimming pool, Chorus work, Sight Singing, and tuition in the REGULAR COURSE, including English, Literature, History, Science, Mathematics, Latin, French, Spanish, German, Philosophy, and Bible, and room rent in the following rooms: 58*, 64*, 65*, 108*, 116*, 117*, 166*, 151, 152, 153, 154, 156, 157, 158, 159, 160, 161, 162, 163, 168, 169, 170, 171, 172, 173, 174, 176, 177, 178, 179, 180, 181, 182, 184 (These command the most beautiful view of both the city and country) $285

The same in rooms: 63, 62, 60, 67, 69, 73, 87, 78, 113, 112, 110, 119, 121, 123, 134, 128, 66*, 85, 81, 75, 114*, 132, 131, 125, 56, 54, 101, 102, 103, 104, 105, 106 (These look out over the country with a broad expanse of mountain view), $310

The same in rooms: 61, 59, 57, 70, 71, 74, 75, 77, 79, 80, 111, 109, 107, 118, 120, 122, 127, 129, 130 (These have hot and cold running water and face the city.), $360

The rooms marked * are for three girls. All others are for two.

All rooms numbered under 100 are on the first dormitory floor which is the second floor of the building. All between 100 and 150 are on the second dormitory floor, and those over 150 are on the third dormitory floor.

Day pupils, Literary Tuition $75.00

Extra Branches for the Entire Session

Piano under Director	$100.00
Pipe Organ under Director	100.00
Piano under First Assistant	75.00
Piano under Second Assistant	60.00
Piano under Third Assistant	50.00
Harmony and Theory in Class	15.00
History of Music	15.00
Vocal Music with Mr. Martin	100.00

Vocal Music with Mrs. Martin	85.00
Vocal Music with Mrs. Schroetter	70.00
Violin	75.00
Expression, Private Lessons	60.00
Domestic Science, including Laboratory fee	60.00
Domestic Art	40.00
Regular Course in Art (not exceeding two hours a day)	60.00
Regular Course includes Oil, Water Color, and Pastel Painting; Drawing, Charcoal, Crayon and Modeling.	
Instruction in Firing China	10.00
Normal Drawing, one hour a week	10.00
Stenography and Typewriting	45.00
Bookkeeping	45.00
Laboratory Fee for Chemistry and Physics, each	5.00

Piano for practice, one period per day, $9.00 per session of thirty-six weeks. Diploma Fee, $5.00. Certificate Fee, $2.00. Medical Fee (optional), $5.00. Swimming lessons, $5.00. Laundry costs about $2.00 per month.

The rate for voice lesson under Mr. Martin for a shorter time than the full session is two dollars per lesson, and the short time rate under Mrs. Martin is one dollar and fifty cents per lesson.

The charge for Music embraces one period of thirty minutes twice a week.

A fee of $2.00 is charged for late registration; i. e., for registration after the first five school days of the respective quarter.

Registration once effected, no change may be made during the quarter without the consent of the dean and of the teacher in charge.

Two weeks after the beginning of the quarter, for each change—except such as may be necessitated by the college—a fee of $1.00 will be charged. This provision is inserted in order to discourage the changing or the dropping of courses, which practice tends to loss of time on the student's part.

Make checks payable to Virginia Intermont College.

No extra charge is made for any foreign language nor for training in chorus, choir, orchestra, or sight singing.

When two sisters enter together, a deduction of $20 is made, provided both remain the entire session.

When a student takes two of the special studies, Music, Art, Expression, Domestic Science, a deduction of $25 is made from her account provided she continues the special studies the entire session.

The rooms are all the same size and have the same furniture. The difference in price is due to location on different floors and to the fact that some contain running water and others do not. All are outside rooms and there is not an undesirable one in the building.

Special rooms spoken for will not be held later than June 20, 1919, without the deposit.

Day pupils pay their tuition—half on entering and half on February 1st.

Patrons are requested to comply strictly with the terms. No pupil will be permitted to attend classes until she has made satisfactory arrangements with the Treasurer.

Students pay for the programs of their graduating recitals.

The scholastic year does not include the Christmas vacations. Teachers and students who remain at the College during holidays will be charged $10.00 extra.

Pupils who pay the medical fee receive medical attention from the College Physicians throughout the year without further charge. While this fee is not compulsory, parents are advised to avail themselves of this provision. Those who do not pay this fee will be charged regular rates for medical services. The medical fee does not include the services of Dr. A. L. Dykes, the Osteopath, who gives the students special rates.

Daughters of ministers who depend on the Gospel Ministry for their support will be given special rates on their tuition in Literary Department.

An extra charge of 15 cents will be made for each meal served in rooms or in infirmary.

The College will not lend money to students except on the order of parents or guardians. It will relieve the College of much bookkeeping if parents will furnish incidental money direct to their daughters. It would also be wise for parents to require them to render itemized statements showing the disposition they make of such funds.

Pupils entering during the first three weeks of either term will be charged from the beginning of the term; those entering later will be charged from the date of entrance.

All who matriculate are regarded as entered for full session unless it is specified on entrance that it is for half session.

No deduction will be made for absence except in cases of sickness, protracted four weeks; nor for withdrawal before the end of term, unless, in the opinion of the College physician, the state of the pupil's health renders such a course necessary. In such cases no reduction will be made on tuition fees for the month on which the pupil has entered. Pupils who are withdrawn for any other cause are liable for the expenses to the end of the session.

The College obligates itself to furnish board, instruction, practice pianos, etc., for the scholastic year, while the patron, by entering the pupil, obligates himself for the entire session. In no other way can a school be maintained. When a student leaves, not only do the expenses of teachers' salaries, servant hire, piano rent, etc., continue the same, but the school suffers a real loss in the demoralizing effect on the student body.

Text-books, sheet music and stationery can be had at book-sellers' prices at the College. Parents are requested to provide their daughters with the means of supplying themselves with these articles.

For information not furnished in the catalogue, apply to

H. G. NOFFSINGER, *President,*
BRISTOL, VIRGINIA

Student Officers, 1918-1919

Student Government Association

First Half Year		Second Half Year
Kathryn Lee Langston	President	Thelma Coney
Estes Calhoun	Vice-President	Pearl Huff
Eleanor Pond	Secretary	Myrtle Cary

CLASS REPRESENTATIVES

Agnes Riser	Senior	Pauline Littreal
Erline Howard	Junior	Erline Howard
Clarice McGhee	Sophomore	Elizabeth Bell
Nettie Puckett	Freshman	Lucile Hanley
Bennett, Mae Afton	Sub-Freshman	Violet Brown
Nell Hester	Advanced Special	Beryl Vaughan
	Special	Carrie Bell Lee

PROCTORS

Jamie Crenshaw	Senior	Honlu Evans
Maude McElrath	Junior	Maude McElrath
Helen Park	Junior	Helen Frist
Hester Sisk	Senior	Hester Sisk

Young Women's Christian Association:
Mary Virgin, President, first half year.
Louise Shipman, President, second half year.

Harrisonian Literary Society:
Helen Park, President, first and second half years.

Eoline Literary Society:
Isabelle Virgin, President, first half year.
Flossie Jared, President, second half year.

Athletic Association:
Flossie Jared, President.
Mary Frances Price, Secretary.

Class Presidents:
Senior Class, Blanche Dent.
Junior Class, Maude McElrath.
Advanced Special Class, Florence Hickman.
Special Class, Ruth Steed.
Sophomore Class, Violette Holt.
Freshman Class, Josephine Reynolds.
Sub-Freshman Class, Golda Varnado.

Enrollment in Special Department

Piano

Angle, Esther
Bachman, Elizabeth
Bachman, Emily
Baxter, Willie
Bell, Elizabeth
Bennett, Mae Afton
Betts, Myrtle
Black, Mary Neal
Blevins, Blanche
Boggess, Mary Lee
Bramm, Louise
Breitinger, Beryl
Brewer, Katherine
Calhoun, Estes
Cawood, Nola
Cheung, Kwan Fong
Christian, Evelyn
Collier, Valeria
Cornelison, Helen
Cowan, Evelyn
Cox, Clyde
Cross, Pearl
Dean, Wawice
Dearing, Lois
DeHart, Florinne
Dykes, Emily
Dunagan, Mary
Eure, Oretha
Erwin, Sallie
Fletcher, Lucile
Fickle, Eleanor
Francis, Virginia
Gaines, Margaret
Gales, Mildred
Galliher, Eva
Gibbs, Annie May
Goodman, Frances
Greer, Flora
Gutman, Alberta
Hackleman, Jean
Hanley, Lucile
Herrin, Elizabeth
Hickman, Florence
Holt, Violette
Holloway, Christine
Huff, Pearl
Hutchison, Aline
King, Margaret
Kivette, Charlotte
Leung, Yiu Fong
Lee, Carrie Bell
Lessley, Hazel
Malone, Cecil
Mason, Helen
Mays, Mary
Mears, Eugenia
Minnick, Dorlusca
Minyard, Lura
Mofield, Bess
McChesney, Inez
McChesney, Pearl
McDowell, Inez
Murray, Nellie
Neal, Mazzie
Newberry, Nellie White
Nicholas, Hope
Nipper, Camille
Noffsinger, Mary Willie
Noffsinger, Margaret
Officer, Ruth
Park, Helen
Pettus, Dorothy
Phipps, Ruth
Pond, Eleanor
Price, Mary Frances
Powers, Margaret
Puckett, Nettie
Ramsey, Madeline
Ray, Christine
Reynolds, Josephine
Rouse, Wilma
Schoolfield, Roberta
Seal, Louise
Sebrell, Frances
Seneker, Eleanor
Shankle, Gertrude
Shipman, Louise
Sisk, Hester

Slaughter, Eileen
Smith, Madeline
Smith, Aleen
Sparrow, Jeanette
Sprinkle, Blanche
Steed, Ruth
Stephenson, Martha
Stone, Ruth
Story, Louise
Terry, Casey
Thomas, Lou
Thomas, Vivian
Thomas, Edith
Thompson, Mary
Thompson, Grace
Vernado, Golda
Vaughan, Beryl
Virgin, Ruth
Waddell, Malissa
Wassom, Ruby
Watson, Mildred
Watson, Rebecca
Welder, Catherine
Wolfe, Gladys

Voice

Barham, Clara
Bass, Christine
Boggess, Mary Lee
Brewer, Catherine
Bruner, Emma
Cary, Myrtle
Collier, Valeria
Cooper, Edna
Cox, Clyde
Cross, Pearl
Daniel, Clarence
Denny, Grace
Dent, Blanche
Dunn, M. A.
Dykes, Mrs. A. L.
Evans, Honlu
Eure, Oretha
Farley, Myrtle
Goodpasture, Hazel
Hackleman, Jean
Harmon, Emily
Hesse, Frances
Hodge, Eunice
Holloway, Christine
Hutchinson, Aline
James, Margaret
Jones, Edna
Kelly, Edith
Kivette, Edith
Lee, Carrie Bell
Lyle, Velma
Mason, Elizabeth
Mays, Mary
Millard, Charles
Miller, Carrie
Minyard, Lura
Moore, Kathleen
McGee, Clarice
McKee, Margaret
McKinney, Grace
Parrish, Mrs.
Pashley, Clara
Pennington, Mrs. R. L.
Pettus, Dorothy
Ray, Christine
Sale, Annie
Seal, Louise
Seneker, Eleanor
Sipe, Irene
Terry, Casey
Wagner, Edith
Watson, Rebecca
Welder, Catharine
Williams, Mrs. Margaret
Wiley, Elizabeth
Wolfe, Hazel

Harmony I.

Cox, Clyde
Dearing, Lois
Gaines, Margaret
Gibbs, Annie May
Hodge, Eunice
Huff, Pearl
Kivette, Charlotte

Mason, Helen
Newberry, Nellie White
Officer, Ruth
Pettus, Dorothy
Phipps, Ruth
Sebrell, Frances
Terry, Casey
Virginia, Ruth
Vaughan, Beryl
Welder, Catharine

Harmony II.

Calhoun, Estes
Collier, Valeria
McChesney, Pearl
Minnick, Dorlusca
Ray, Christine
Stone, Ruth
Welder, Catharine

History of Music

Hackleman, Jean
Holt, Violette
Huff, Pearl
Officer, Ruth
Price, Mary Frances
Ray, Christine
Sebrell, Frances
Terry, Casey
Virgin, Ruth
Wassom, Ruby
Welder, Catharine

Violin

Cheung, Kwan Fong
Crenshaw, Jamie
Gibbs, Annie Mae
Phillips, Willie
Wassom, Mona

Expression

Anderson, Evie
Coney, Thelma
Daugherty, Matilda
Ewing, Mary
Goodman, Frances
Graves, Esther
Hailey, Helen
Hesse, Frances
Hutchinson, Aline
Malone, Cecile
Metcalfe, Martha
McGee, Clarice
McKinney, Grace
Minyard, Lura
Newberry, Nellee
Owens, Aleen
Purvine, Oneita
Riser, Agnes
Runge, Mattie
Tindell, Pauline
Weeks, Frances
Welder, Catharine
Wolfe, Hazel

Art

Baxter, Eleanor
Blasingame, Virginia
Daugherty, Matilda
Gaines, Margaret
Gerard, Louella
Gray, Evelyn
Lessley, Hazel
Myers, Ethel
Nipper, Camille
Price, Lorraine
Russell, Doris
Seaward, Charlotte
Smith, Minnie
Stephenson Martha
Taylor, Theresa
Tindell, Pauline
Vaughan, Beryl
Watson, Mildred
Wilson, Lois

Domestic Science

Boggess, Mary Lee
Burdette, Dorothy
Carbajal, Palmira
Farley, Myrtle
Lee, Carrie Bell
Lyle, Velma
McGill, Katherina
Metcalfe, Martha
Mixon, Annie Mae
Neal, Mazie
Puckett, Mattie
Rose, Nellie Mae
Sipe, Irene
Statler, Catherine
Stedman, Annie
Watson, Mildred
Wolfe, Hazel

Domestic Art

Boggess, Mary Lee
Breitinger, Beryl
Carbajal, Palmira
Douglas, Clara
Farley, Myrtle
Forrest, Elsie
Harmon, Emily
Lee, Carrie Bell
Lyle, Velma
Mays, Mary
Metcalfe, Martha
Minnick, Dorlusca
Mixon, Annie May
Neal, Mazie
Puckett, Mattie
Rose, Nellie Mae
Sipe, Irene
Sparrow, Jeanette
Stephenson, Martha
Thompson, Mary
Varnado, Golda
Watson, Mildred

Stenography and Typewriting

Baker, Eunice
Baker, Mary Sue
Bruner, Emma
Collier, Valeria
Craft, Rachel
Dunagan, Mary
Eure, Oretha
Forbes, Adelaide
Frist, Helen
Greaves, Sara
Greer, Flora
Hesse, Frances
Hester, Nell
Hickman, Florence
James, Margaret
Lyle, Velma
Mason, Elizabeth
McGee, Grace
McGee, Clarice
McGill, Katherine
Officer, Gertrude
Pattison, Josie
Privett, Mary
Rogers, Ruth
Seward, Charlotte
Taylor, Theresa

Bookkeeping

Barham, Clara
Dunagan, Mary
Eure, Oretha
Greaves, Sara
James, Margaret
Mason, Elizabeth
McGill, Katherina
Taylor, Theresa

Associates in Art Graduates

Appling, Irene
Bonham, Curtis
Chandler, Alice
Coney, Thelma
Crenshaw, Jamie
Dent, Blanche
Evans, Honlu
Flippo, Martha
Hesse, Frances
Hester, Charlene
Hobbs, Virgie
Kilgore, Elizabeth
Langston, Kathryn Lee
Herrin, Elizabeth
Littreal, Pauline
Phillips, Willie
Pond, Eleanor
Rogers, Ruth
Sisk, Hester
Statler, Katherine
Seaward, Charlotte
Wassom, Ruby

Graduates in Piano

(*Concert Pianist's Diploma*)

Angle, Esther
Eure, Oretha
Greer, Flora
Mays, Mary
McChesney, Pearl
Welder, Catharine
Pashley,Clara

Teachers Diploma in Piano

Pond, Eleanor

Concert Diploma in Voice

Pashley, Clara

Junior Certificate in Voice

Seal, Louise

Diploma in Expression

Coney, Thelma
McKinney, Grace
Riser, Agnes

Diploma in Domestic Science

Statler, Katherine
Wolfe, Hazel

Diploma in Art

Baxter, Eleanor

High School Certificates

Baker, Eunice
Bell, Elizabeth
Betts, Myrtle
Blount, Reba
Fletcher, Lucile
Forrest, Elsie
Graves, Esther
Holt, Violette
Jared, Flossie
Noffsinger, Mary W.
Price, Mary Frances
Puckett, Pearl
Ramsey, Madeline
Shankle, Gertrude
Smith, Minnie
Wassom, Mona
Willis, Marguerite

Classical and English Graduates of the Virginia Intermont College

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1888-'89

Ella Virginia Jones, A. B., Binghamton, N. Y.

1889-'90

Mrs. Nina B. Morriss, A. B., Chillicothe, Ohio.

1890-'91

Mrs. Cora Adams Peoples (Eng. Grad.), Johnson City, Tenn.
Mrs. Amanda Barnes Sutherland (Eng. Grad.), Bristol, Va.
Mrs. D. H. Murrell, A. B., Bristol, Va.

1891-'92

Mrs. Josephine Weston Corbitt, A. B., Salem, Va.
Mrs. Nannie Winston Wood, A. B., Brownsville, N. C.
Mrs. Carrie St. John Worley (Eng. Grad.), Bristol, Va.

1892-'95

Mrs. Mamie Love St. John Taylor, A. B., Bristol, Tenn.
Mrs. Kate Easley Evans, Pearisburg, Va.

1893-'94

Mrs. Katherine Cole Gregory, A. B., Lola, Va.
Fannie Miller Hardy, A. B., Salem, Va.
Mrs. Della Phipps Miller, A. B., Saddle, Va.
Mrs. Lida Davis Jones, A. B., Choccolocco, Ala.
Mrs. Lizzie Evans Pedigo, A. B., Blacksburg, Va.

1894-'95

Clara Kirn, A. B., Portsmouth, Va.
Mrs. Lizzie V. Price Marshall, A. B., Red House, Va.
Clara Mae Sherwood, A. B., Morristown, Tenn.
Mrs. Mable Sherwood King (Eng. Grad.), Morristown, Tenn.
Mrs. Georgia Hall Park, A. B., Portland, Ore.
*Mrs. Bessie Hardy Willingham, A. B., Rome, Ga.
Mrs. Alice St. John Dulaney, A. B., Bristol, Tenn.
Mrs. Kitty St. John Bachman, A. B., Bristol, Tenn.

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*Deceased.

1895-'96

Mrs. Leona B. Vaiden Graham, A. B., Fords, Va.
Emma Jenifer Lamb, A. B., Manchester, Va.
Bessie Kirn (Eng. Grad.), Portsmouth, Va.

1896-'97

Mrs. Lily Karnes Sutton, A. B., Princeton, W. Va.
Mrs. Elizabeth Ford Davis, A. B., Cave City, Ky.
Mrs. Minnie May Mitchell, A. B., Bristol, Tenn.
*Lois Hundley, A. B., Covington, Va.
Mrs. Lola Brown Beeler, A. B., Jefferson City, Tenn.
Mrs. Judson Davis Street, A. B., Bedford, City Va.
Annie C. Tompkins, A. B., Selma, Ala.
Miriam DeLlama Venable, A. B., Meridian, Miss.

1897-'98

Mrs. Mary Lucy Minor Crockett, A. B., Bristol, Va.
Mrs. Mattie St. John McKee, A. B., Chilhowie, Va.
Mrs. Josie D. St. John Fleenor, A. B., Emmett, Tenn.

1898-'99

Mrs. Flora Pendleton Copenhaver (Eng. Grad.), Chilhowie, Va.
Mrs. Mary Rice Mosby, A. B., Trenton, Ark.
Mrs. Annie Greer Peters, A. B., Seattle, Wash.
Mrs. Toler Moore, A. B., Tarboro, N. C.
Mrs. Elizabeth B. Bidgood Slater, A. B., Churchland, Va.
Annie Hinton Tayloe, A. B., Bristol, Va.
Lucy Dickinson, A. B., Raleigh, N. C.
Mrs. Adaline Huff Rosenblatt, A. B., Greeneville, Tenn.
Mrs. Olive Dungan Lipscomb, A. B., Bristol, Tenn.

1899-'1900

Mrs. Emily Winifred Doughty King, A. B., Cincinnati, Ohio.
Mrs. Maymie Coffey Howland, A. B., Scottsboro, Ala.
Mrs. Willie Brabson Trent (Eng. Grad.), Knoxville, Tenn.
Helen Lee Block (Eng. Grad.), Vandale, Ark.
Mrs. Anna M. Lockhart Bacon, A. B., Imboden, Ark.
Pauline Bachman, A. B., Bristol, Tenn.
Mrs. Bertha Hall Smith, A. B., Greeneville, Tenn.
Mrs. Mary Easley Hill, A. B., Pearisburg, Va.

1901-'02

Eloise Campbell, A. B.
Mrs. Maud Dungan Harmon, A. B., Richmond, Va.
Mrs. Bettie Tayloe Tyler, A. B., Aulander, N. C.
Kelly Curry St. John, A. B., Bristol, Tenn.

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*Deceased.

1902-'03

Lucy Elizabeth Childress, A. B., Bristol, Tenn.
Mrs. Marion Blackley Fortune, A. B., Damascus, Va.
Lelia Wall Hunt, A. B., Bristol, Tenn.
Mrs. Mary Zeta Slack Rhea, A. B., Bristol, Tenn.
Annie Bliss Foard, A. B., Hickory, N. C.
Bertie Bemis Foard, A. B., Hickory, N. C.

1903-'04

Mrs. LeOta Brown Arnot (Eng. Grad.), Surgoinsville, Tenn.
Ora Myrtle Bellamy, A. B., Abingdon, Va.
Mrs. Kate Crump Sigourney, A. B., Richmond, Va.
Mrs. Gena Dickey Ligon, A. B., Blackstone, Va.
*Mrs. Stella Dickey Connelly, A. B., Bristol, Tenn.
Una May Jones, A. B., Jonesboro, Tenn.
Mrs. Jessie Mae Stokely Burnett, A. B., M. A., Greeneville, S. C.

1904-'05

Mrs. Zelma Burton Shepard, A. B., Verden, Oklahoma.
Mrs. Pauline Cody Hebb, (Eng. Grad.) Grand Rapids, Mich.
Mrs. Em Gholston Lemons, A. B., Wynne, Ark.
Floy Harris, A. B., Johnson City, Tenn.
Mrs. Annie Huskins Weiler (Eng. Grad.), Bristol, Tenn.
Mrs. Gates Moffet Jones, M. A., Washington, Va.
Mrs. Cynthia Orr Beckley (Eng. Grad.), Dallas, Texas.

1905-'06

Marion Johnson, A. B., Johnson City, Tenn.
Mrs. Anna Mahoney, A. B., Maryville, Tenn.
Clara Norvell, A. B., Bristol, Tenn.
Hattie Stokely, A. B., Cleveland, Ohio.
Mrs. Minnie Valta French Davis (Eng. Grad.), Narrows, Va.

1906-'07

Annie Aaron, A. B., M. A., Bristol, Va.
Suella Burnett, A. B., Newport, Tenn.
Robbie Mae Casey (Eng. Grad.), Clinton, Miss.
Mrs. Virginia Dungan Hammer, A. B., Bristol, Tenn.
Clara Gaines, A. B., Fork Union, Va.
Ollie Griffin (Eng. Grad.), Meridian, Miss.
Lala Moore, A. B., Bristol, Tenn.
Myrtle Robinson, A. B., Chattanooga, Tenn.
Mrs. Peggie Shugart Ryburn (Eng. Grad.), Glade Spring, Va.
Mrs. Bessie Stoner Deweese (Eng. Grad.), Murphy, N. C.
Kate Williams (Eng. Grad.), Newton, Miss.

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*Deceased

1907-'08

Kate Williams, M. A., Newton, Miss.
Minta Bell, A. B., Columbus, Miss.
Mary Brabson, A. B., Greeneville, Tenn.
Ruth Brown, A. B., Lexington, Ky.
Mrs. Lidie Courts Holly, A. B., Yazoo City, Miss.
Queen Honeycutt, A. B., Knoxville, Tenn.
Mary Hutton, A. B., Bristol, Va.
Aimee McAlpin, A. B., Gulfport, Miss.
Fannie Womack, A. B., Vicksburg, Miss.
Mrs. Bess Johnson Swingle (Eng. Grad.), Johnson City, Tenn.
Mrs. Nell Mullins Gowan (Eng. Grad.), Clanton, Ala.
Mrs. Bennie Slaughter Combs (Eng. Grad.), Honaker, Va.
Mrs. Vivian Wysong Mobley ,A. B., Florence, S. C.
Willie Sanders, A. B., Persia, Tenn.

1908-'09

Mrs. Alma Crabtree Dotson (Eng. Grad.), Norton, Va.
Clara Harwood, A. B., Coeburn, Va.
Mrs. Banie Johnston Parrish, A. B., Brooklet, Ga.
Mrs. Zirleta Matthews Kent (Eng. Grad.), Bramwell, W. Va.
Mrs. V. R. Boozer (Eng. Grad.), Lake City, Fla.
Elizabeth Snodgrass (Eng. Grad.), Meadow View, Va.
Emma Stoddard, A. B., Staunton, Va.
Mrs. Ethel Wagner Wolford, A. B., Bristol, Va.

1909-'10

Frances Abbott (Eng. Grad.), Belfast, Me.
Hattie Anderson (Eng. Grad.), Nashville, Tenn.
Mollie Heath Conn, A. B., Hazlehurst, Miss.
Callie Johnson (Eng. Grad.), North, S. C.
Mrs. Helen Jones, M. A., Henderson, N. C.
Mrs. Katie Sue Morris McHarg, A. B., Colton, Cal.
Elizabeth Snodgrass, A. B., Meadow View, Va.
Emma Stoddard, M. A., Staunton, Va.
Annie Aaron, M. A., Bristol, Va.

1910-'11

Hattie Anderson, M. A., Nashville, Tenn.
Mollie Heath Conn, M. A., Hazlehurst, Miss.
Denton McKee, A. B., Fairwood, Va.
Mrs. Katie Sue Morris McHarg, M. A., Colton, Cal.
Mrs. Mabel Morris Schroetter, A. B., Bristol, Va.
Corinne Putnam (Eng. Grad.), Greeneville, S. C.
Ruby Robinson, A. B., Chattanooga, Tenn.
Margie Shumate, A. B., Pearisburg, Va.

1911-'12

Rosa Altizer, A. B., Cambria, Va.
Mary Reed Covington, A. B., Franklin, Ky.
Lois Davis, A. B., Memphis, Tenn.
Lillian Gose, B. L., Bristol, Va.
Lucinda Griffin, B. S., Bristol, Va.
Inda Houtz, A. B., Johnson City, Tenn.
Ruby King, A. B., Williamsburg, Ky.
Rhea Lester, A. B., Abingdon, Va.
Alice Rodgers, B. S., Paris, Tenn.
Norma Singleton, B. L., Maryville, Tenn.
Jennie Spigener, A. B., Columbia, S. C.

1912-'13

Johnnie Allen, A. B., Ruston, La.
Fannie Bagby, A. B., Montezuma, N. C.
Daisy Bonham, A. B., Chilhowie, Va.
Archie Catching, B. L., Hazlehurst, Miss.
Era Coney, B. L., Hazlehurst, Miss.
Gladys Hargrave, B. L., Chatham, Va.
Selma Harmon, A. B., Ottway, Tenn.
Virginia Harwood, A. B., Meadow View, Va.
Mattie Johnston, A. B., Roanoke, Va.
Rebecca Mills, A. B., Meadow View, Va.
Marie McEachin, B. L., Corinth, Miss.
Lucile Pass, B. L., Asheville, N. C.
Gladys Powell, B. L., Birmingham, Ala.
Ella Roller, A. B., Bristol, Tenn.
Lillian Smith, A. B., Pulaski, Va.
Mary Holman Smith, A. B., Bristol, Tenn.
Jennie Spigener, M. A., Ward, S. C.
Helen Zeigler, A. B., Georgiana, Ala.

1913-'14

Lois Brown, A. B., Thorndale, Texas.
Mabel Caldwell, B. L., Bristol, Tenn.
Judith Lee Calmes, B. S., Brooksville, Miss.
Inez Caraway, A. B., Gulfport, Miss.
Docia Drinnon, A. B., Jonesville, Va.
Hazel Duncan, B. L., Jonesboro, Tenn.
Melvah English, A. B., Huddleston, Va.
Leta Hester, A. B., Chase City, Va.
Gertrude Holly, B. L., Corinth, Miss.
Gladys Hutchins, B. S., Portsmouth, Va.
Mamie Jeffreys, A. B., Chase City, Va.
Mattie Latimer, A. B., Smithfield, Va.
Annie Libhart, B. L., Marietta, Pa.
Winnie Moore, B. S., Bristol, Tenn.

Margaret Nininger, B. L., Bristol, Tenn.
Kathryn Peoples, B. L., Johnson City, Tenn.
Lula Puckett, A. B., Elk Garden, Va.
Myrtle Senter, A. B., Mouth of Wilson, Va
Mary Shelton, B. L., Pearisburg, Va.
Sarah Spigener, B. S., Ward, S. C.
Sara Thomas, A. B., Jonesboro, Tenn.
Floyd West, A. B., Holly Springs, Miss.

1914-'15

Carlotta Helen Agerter, A. B., Lima Ohio.
Mima Barker, B. S., Mendota, Va.
Virginia Lucile Bass, B. L., Midnight, Miss.
Mary Ruth Campbell, B. L., Silver City, Miss.
Zubie Brantley Dunn, A. B., Eupora, Miss.
Eula Essary, A. B., Darden, Tenn.
Jessie Ellis, B. L., Clarksdale, Miss.
Louisa Faucette, A. B., Bristol, Tenn.
*Wave Randolph Hening, A. B., Elizabeth City, N. C.
Lillian Eliza Hendricks, B. S., Lebanon, Va.
Margaret L. Madden, B. L., Knoxville, Tenn.
Buena Vista Moore, A. B., Ringgold, Va.
Ruth Puckett, A. B., Elk Garden, Va.
Jennie Phillips, A. B., Wallace, Va.
Edna Rhea, A. B., Greeneville, Tenn.
Miriam Chaudoin Ross, A. B., Kathleen, Fla.
Mima Sarah Sproles, B. L., Mendota, Va.
Eulalia Elizabeth Surface, B. S., Cambria, Va.
Annie Gertrude Snodgrass, A. B., Meadow View, Va.
Addie Terrell, B. L., Knoxville, Tenn.
Annie Pearl Walton, B. L., Newton, Miss.
Maud Eilene Walton, A. B., Newton, Miss.
Irene Franklin Whitten, A. B., Corinth, Miss.
Frances Helen Zeigler, M. A., Georgiana, Ala.
Myrtle Emma Kennedy, B. L., Greenwood, Miss.

1915–'16

Virginia Armstrong, A. B., Rogersville, Tenn.
Irene Bohanan, A. B., Rio Grande, Ohio.
Mary Crenshaw, A. B., Abingdon, Va.
Annie Lou Dean, B. L., Okolona, Miss.
Eula Dutton, A. B., Meadow View, Va.
Lake Dutton, A. B., Meadow View, Va.
Genevieve Ellis, B. L., Clarksdale, Miss.
Hannie Gibbs, A. B., Marion, N. C.
Clara Heck, A. B., Madison, Ind.
Ruth Henderson, A. B., Council, Va.

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*Deceased.

Margaret Henry, A. B., Bristol, Va.
Inez Hester, B. L., Chase City, Va.
Eva Johnson, A. B., Brooksville, Miss.
Delilah Johnson, A. B., Knoxville, Tenn.
Eleanor Kincannon, A. B., Scottsburg, Va.
Selma McComas, A. B., Glasgow, Ky.
Eugenia Patten, A. B., Highland, N. Y.
Hazel Pfau, A. B., Portsmouth, Ohio
Ruth Pitts, A. B., Elk Hill, Va.
Lila Kate Powers, A. B., Bristol, Tenn.
Willie May Quillen, A. B., Jonesville Va.,
Minnie Rouse, A. B., Seven Mile Ford, Va.
Ruby Rush, A. B., Tompkinsville, Ky.
Pearl Rush, A. B., Tompkinsville, Ky.
Marguerite Shepherd, A. B., McNeil, Ark.
Leola Snodgrass, A. B., Meadow View, Va.
Lorena Terry, A. B., Franklin, Va.
Ellen Wright, A. B., Rye Cove, Va.
Mary Yancey, A. B., South Hill, Va.

1916-'17

Grace Cruikshank, A. A., Gate City, Va.
Geary Huddle, A. A., Bristol, Va.
Audrey Hudson, A. A., Bristol, Va.
Gladys Huffard, A. A., Bristol, Va.
Bess King, A. A., Pennington Gap, Va.
Margaret Littreal, A. A., Meadow View, Va.
Kathleen Litz, A. A., Morristown, Tenn.
Gaynelle Lockhart, A. A., Honaker, Va.
Frances Mason, A. A., Pearisburg, Va.
Thasia Mayes, A. A., Mooresburg, Tenn.
Ruth McClellan, A. A., Bristol, Tenn.
Margaret Minter, A. A., Arendtsville, Pa.
Meda Moore, A. A., Bristol, Tenn.
Alma Pond, A. A., Crewe, Va.
Grace Poole, A. A., Emporia, Va.
Velma Reeder, A. A., Okolona, Miss.
Gilberta Smith, A. A., South Hill, Va.
Ruth Sutherland, A. A., Mountain City, Tenn.
Dora Valentine, A. A., Mt. Airy, N. C.
Lucile Terrell, A. A., Memphis, Tenn.

1917-'18

Kathlyn Allison, A. A., Bristol, Va.
Ellen Carson, A. A., Winchester, Va.
Felma Clark, A. A., Bristol, Tenn.
Lucile Clouse, A. A., Jonesville, Va.
Grace Crenshaw, A. A., Abingdon, Va.
Susie Easley, A. A., Dry Fork, Va.

Marion Flippo, A. A., Victoria, Va.
Lucy Kent Hall, A. A., Chatham, Va.
Katherine Harrop, A. A., Emmet, Tenn.
Stella Henderson, A. A., Meadow View, Va.
Elva Jayne, A. A., Gate City, Va.
Cletus Littreal, A. A., Meadow View, Va.
Ethel Mayes, A. A., Mooresburg, Tenn.
Genora McFadden, A. A., Benhams, Va.
Stella Meek, A. A., Meadow View, Va.
Anna Miller, A. A., Wise, Va.
Mary Powers, A. A., Bristol, Tenn.
Lucy Robertson, A. A., Cumberland, Va.
Mary Robertson, A. A., Chase City, Va.
Josie Staten, A. A., Bristol, Tenn.
Emma Waddell, A. A., Victoria, Va.
Mary Alma Walker, A. A., Courtland, Miss.
Maude Wallace, A. A., Honaker, Va.
Blanche Whittemore, A. A., Norton, Va.

1918-'19

Irene Appling, A. A., Watumka, Okla.
Curtis Bonham, A. A., Bristol, Va.
Alice, Chandler, A. A., Ruffin, N. C.
Thelma Coney, A. A., Baxterville, Miss.
Jamie Crenshaw, A. A., Abingdon, Va.
Blanche Dent, A. A., Newton, Miss.
Honlu Evans, A. A., Clio, S. C.
Martha Flippo, A. A., Roanoke, Va.
Frances Hesse, A. A., Tampico, Mexico.
Elizabeth Herrin, A. A., Zuni, Va.
Charlene Hester, A. A., Chase City, Va.
Virgie Hobbs, A. A., Bristol, Tenn.
Elizabeth Kilgore, A. A., Wise, Va.
Kathryn Lee Langston, A. A., Cherokee, Oklahoma.
Pauline Littreal, A. A., Meadow View, Va.
Willie Phillips, A. A., Wallace, Va.
Eleanor Pond, A. A., Wakefield, Va.
Ruth Rogers, A. A., Greeneville, Tenn.
Charlotte Seaward, A. A., Surry, Va.
Hester Sisk, A. A., Saltville, Va.
Katherine Statler, A. A., Emporia, Kansas.
Ruqy Wassom, A. A., Bluff City, Tenn.

Graduates of individual schools are not given.

The Alumnæ Association, composed of the graduates, is a vigorous organization. This Association has furnished some sixty rooms in the building; has done much for the library and is constantly planning other improvements. The latest improvement consists of three large columns with connecting walls on either side of front entrance to the grounds, all of which makes a very imposing and attractive approach. Wherever an Alumna is found, we are assured that the institution has a loyal friend and advocate. The recent annual meeting was well attended.

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